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THE COLLEGE IN 1820

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Sessions of 1943-1944

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Sessions of 1943-1944

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BOWDOIN'S SESQUICENTENNIAL

1794 - 1944

THE *Charter creating Bowdoin College was granted by the Commonwealth of Massachusetts and signed by its Governor, Samuel Adams, on June* 24, 1794. *The College is planning to celebrate that event on Saturday, June* 24, 1944, *with a special Convocation.*

For one hundred and fifty years the College has endeavored to use its endowment and assets, to quote the Charter, "in such a manner as shall most effectually promote Virtue and Piety and the knowledge of such of the languages, and of the useful and liberal Arts and Sciences as shall hereafter be directed from time to time."

Each generation, perhaps each decade, has interpreted those words in different ways without departing from their real significance. Consequently Bowdoin has remained and is today a College of Liberal Arts. That is one reason why the College has been able to turn its attention and its activities in these days so largely to the training of men for the Army and the Navy. That shows the versatility of the College. At the same time, with its undergraduate body reduced to a fourth of its usual size, it is keeping the College proper alive so that it shall be ready when the war is over and the victory won to carry forward the torch of a liberal education.

Undoubtedly in the near future there will be profound changes in the educational as well as in the political and social world. It takes no very keen prophet to predict that if our country is to contribute its fair share to the world, if liberty is not only to be maintained but extended, the colleges of the future will put more and more emphasis upon Virtue and Piety, and aim to develop in a strong Christian character the resourceful and useful mind, and the spirit that goes with a free man. If Bowdoin College is true to that tradition and mission, clearly the best years are those ahead.

KENNETH C. M. SILLS,
President of Bowdoin College.

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COLLEGE CALENDAR

1943-1944

1943

October 7, *Thursday*. Fall Trimester of the 142nd academic year began.

October 18, *Monday*. Stated elections to Phi Beta Kappa, Alpha of Maine.

November 3, *Wednesday*. James Bowdoin Day.

November 25, *Thursday*. Thanksgiving Day, a holiday.

December 1, *Wednesday*. Last day for submitting applications for medical scholarships from the Garcelon and Merritt Fund.

December 6, *Monday*. Alexander Prize Declamation Contest.

December 11, *Saturday*. Interscholastic Debate Tournament.

December 13, *Monday*. State of Maine Scholarship Examinations.

December 18, *Saturday*. One Act Play Contest.

December 22, *Wednesday*. Christmas vacation begins, 4.30 P.M.

1944

January 3, *Monday*. Christmas vacation ends, 8.00 A.M.

January 10, *Monday*. Class of 1868 Prize Speaking Contest.

January 17, *Monday*. Achorn Prize Debates.

January 27–*February* 4, *Thursday-Friday*. Examinations of the Fall Trimester.

February 5, *Saturday*. Special Commencement Exercises, Chapel, 12.00 noon.

February 7, *Monday*. Classes of the Spring Trimester begin, 8.00 A.M.

February 14, *Monday*. Stated elections to Phi Beta Kappa, Alpha of Maine.

February 21, *Monday*. Plummer Prize Speaking Contest.

April 1, *Saturday*. Last day for payment of the balance of college bills for Spring Trimester.

April 6, *Thursday*. Easter vacation begins, 4.30 P.M.

April 10, *Monday*. Easter vacation ends, 8.00 A.M.

May 1, *Monday*. Last day for submitting manuscripts for the Pray English Prize.

May 8, *Monday*. Last day for submitting manuscripts for the Forbes Rickard Poetry Prize and the Hawthorne Short Story Prize.

May 10, *Wednesday*. Competition for the Sewall Premium and the Brown Prizes in Composition.

May 15, *Monday*. Last day for filing applications for graduate scholarships.

May 15–17, *Monday-Wednesday*. Entrance examinations.

May 24–*June* 1, *Wednesday-Thursday*. Examinations of the Spring Trimester.

May 27, *Saturday*. Last day for submitting manuscripts for the Philo Sherman Bennett and Horace Lord Piper Prizes.

May 31, *Wednesday*. Baccalaureate Address, First Parish Church, 5.00 P.M.

June 2, *Friday*. Stated elections to Phi Beta Kappa, Alpha of Maine. Masque and Gown Shakespearean Play.

June 3, *Saturday*. Commencement Day.

June 10, *Saturday*. Rooms ready for occupancy for the Summer Trimester.

June 12, *Monday*. Classes of the Summer Trimester begin, 8.00 A.M.

June 24, *Saturday*. Convocation to observe the 150th anniversary of the founding of the College, First Parish Church, 11.00 A.M.

July 4, *Tuesday*. A holiday.

August 4–5, *Friday-Saturday*. Examinations of the first term of the Summer Trimester.

August 7, *Monday*. Last day for payment of the balance of college bills for Summer Trimester.

August 7, *Monday*. Classes of the second term of the Summer Trimester begin, 8.00 A.M.

September 28–29, *Thursday-Friday*. Examinations of the second term of the Summer Trimester.

September 30, *Saturday*. Special Commencement Exercises, Chapel, 12.00 noon.

October 5, *Thursday*. Rooms ready for occupancy for the Fall Trimester.

October 5–7, *Thursday-Saturday*. Entrance examinations.

October 9, *Monday*. Fall Trimester of the 143rd academic year begins, 8.00 A.M.

November 30, *Thursday*. Thanksgiving Day, a holiday.

December 20, *Wednesday*. Christmas vacation begins, 4.30 P.M.

December 29, *Friday*. Christmas vacation ends, 8.00 A.M.

Bowdoin College, 1794-1944: an Historical Sketch

THE history of Bowdoin College, which is nearly co-extensive with that of the Republic, has its full share of stirring and picturesque episode but is singularly free from those dramatic crises which offer a ready means of division into "periods." Contemplating the development of the tiny seminary of learning which opened its single narrow door to students in 1802 into the vigorous and firmly established college of to-day, with its multifarious activity, we are impressed by the gradualness of the transformation, the continuity underlying change. One contributing factor has been the relatively long terms of the administrators; in the one hundred and forty-two years of its active history, Bowdoin has had but eight Presidents. The terms of the present incumbent and his predecessor alone span nearly sixty years. It is, then, largely for reasons of convenience that we may mark off three periods: the first from 1794, the year of incorporation, to 1839, extending through the terms of Presidents McKeen, Appleton, and Allen; the second from 1839 to 1885, including the terms of Presidents Woods, Harris, and Chamberlain; and the third from 1885 to the present time, comprising the terms of Presidents Hyde and Sills.

I.

The Founding of the College, 1794-1802

When Bowdoin College was founded, the District of Maine was still a part of Massachusetts. Its population was rapidly growing—from fewer than 100,000 in 1790 to 150,000 in 1800—and was made up largely of sturdy, hard-working, middle class people of English or Scottish ancestry engaged in farming, lumbering, fishing, shipbuilding, and trade. Among them, especially in the larger seaport towns like Portland with its 2,500 inhabitants, some families of accumulated wealth and of a considerable degree of culture had already attained political and social influence. The tradition of Maine, however, was (and has remained) distinct from that of Massachusetts; rank and wealth counted on the whole for less; the hold of Puritanism was not so strong; and popular movements, such as Republicanism in politics and evangelicalism in religion,

found here a more fertile field. The ruggedness of the country itself; the distance from the seat of government in Boston; seaborne commerce, which kept the scattered Maine settlements in touch with "foreign parts"; a fighting spirit evidenced by the proud record of Maine in the French and Indian wars — many such conditions, interests, and memories peculiar to Maine had produced by the end of the eighteenth century a strong sectional feeling. One natural result of this temper of mind was the recurrent demand, in the last two decades of the century, for a Maine college to train Maine youth.

In 1788 petitions were presented to the General Court of Massachusetts by the association of ministers and by the justices of the peace in Cumberland County for the foundation and endowment of a college in their county. Various names for the new institution were considered; the choice of "Bowdoin" was dictated both by a desire to honor the late distinguished Governor of the Commonwealth, the Honorable James Bowdoin (1726-1790), and by intimations received from his son, to whom the matter had been broached, of some substantial gift toward endowment. Favorable action by the General Court upon the petitions was delayed by two circumstances: the rivalry among eight towns for the honor of nurturing the infant college, and the political antagonism which had existed between the late Governor and his successor in office, John Hancock. Not until the latter had been succeeded by Governor Samuel Adams was a bill "to establish a College in the Town of Brunswick and the District of Maine, within this Commonwealth" signed — on June 24, 1794.

By that Act, the legal designation of the corporation is The President and Trustees of Bowdoin College. The government, however, after the pattern of Harvard's, is vested in two Boards: the Trustees, who initiate all legislation, and the Overseers, considerably larger in number, who concur or veto. Vacancies in each Board are filled by the Board itself, the Overseers exercising a right of veto on the choice of Trustees. Since 1870, by precedent which has now almost the force of law, one-half of the vacancies occurring in the Board of Overseers have been filled from nominations by the body of the alumni.

The Boards met at first in Portland. Naturally their chief preoccupation for some years was the raising of the necessary funds for their enterprise. The unimproved lands bestowed upon the College in that same act of the General Court were assets not readily convertible into cash; gifts from individuals came in

slowly and were at first almost wholly in books. The single munificent donor was the Honorable James Bowdoin (1752-1811), son of the Governor, who contributed £300 ($1,000) in money, some securities and apparatus, and still more tracts of uncultivated land. At his death — to anticipate what belongs later in this record — the College was to become his residuary legatee, inheriting the valuable library which he had collected during his residence in Europe as Minister to Spain and France and his priceless art collection. The friend of Washington, Jefferson, and Franklin, a princely figure in the democratic New World, a representative of the finest cultivation of his stirring period, this earliest patron of the College is fittingly commemorated every year by the exercises of "James Bowdoin Day" in recognition of scholarly achievement.

But these fair prospects were not discernible by the worthy Trustees and Overseers of 1794-1796 grappling with the immediate question — to build or not to build. Their first meeting in Brunswick, then a town of 1600 inhabitants, was held on July 19, 1796, at John Dunning's Inn, from which they walked along "Twelve Rod Road" (now Maine Street) and up the "hill" at one end of the village. Here they inspected a tract of thirty acres which had been offered as a site for the college — the present campus and grounds. Two years later, after prolonged planning and revising of plans, they voted to erect thereon a three-story building, fifty feet by forty, in which to house the new College. In 1800, a fortunate sale at a good price of some of the Boards' holdings in wild land justified the decision and markedly improved their financial position.

The Boards selected as the first President the Reverend Joseph McKeen, a graduate of Dartmouth, who had taught for several years, studied mathematics and astronomy, and served for sixteen years as minister of a large congregation at Beverly, "a man of great ability and learning and of excellent judgment," as he was to prove himself in the five years (1802-1807) of his Presidency at Bowdoin. In a dignified ceremony on September 2, 1802, the President and the single Professor were inducted; the President delivered his inaugural address; on the following day eight candidates presented themselves for admission, were examined and duly enrolled; and the College was finally in operation.

II.

The Early Years, 1802-1839

President McKeen was succeeded at his death in 1807 by the Reverend Jesse Appleton, also graduated from Dartmouth, who held office for twelve years. He was a man of intellectual ability and elevated character, perhaps too other-worldly for the most skilful conduct of affairs or the most effective leadership of young men. After Appleton there came to the Presidency the Reverend William Allen, a graduate of Harvard, recently President of the ill-starred, short-lived "Dartmouth University," and a storm-center in the controversy attending that experiment in state-controlled higher education — a person of abounding energy and excellent intentions with a genius for antagonizing both colleagues and students. His administration (1819-1839) is the most contentious period of Bowdoin's history, but, surprisingly, a period in which were installed some of the greatest teachers the College has known and in which were graduated many of its most eminent alumni. Nathaniel Hawthorne and Henry W. Longfellow were members of the famous class of 1825. Preceding them by a few years were Jacob Abbott, '20, the creator of "Rollo"; William Pitt Fessenden, '23, who risked his political career to vote in the Senate against the impeachment of Andrew Johnson; and Franklin Pierce, '24, fourteenth President of the United States. In the next decade came Cyrus Hamlin, '34, the founder of Robert College, Istamboul; Henry Boynton Smith, '34, Biblical scholar; John A. Andrew, '37, war governor of Massachusetts; and the Reverend Elijah Kellogg, '40, author of stories, with a background of Brunswick and Harpswell, which delighted two generations of American boys.

President McKeen had set the same requirements for admission as were in force at Harvard — namely, a knowledge of Latin and Greek that would to-day be creditable to an upperclassman concentrating in classics, and an acquaintance with mathematics "as far as the rule of three." Throughout this early period, the undergraduate curriculum was rigidly prescribed: Latin, Greek, and mathematics almost continuously for the first three years; geography and logic in freshman and sophomore years respectively; and such authors as Locke, Paley, and Butler in junior and senior years. Exercises in rhetoric and oratory were interspersed throughout the course; as early as 1812 there were required themes, and a chair of rhetoric and oratory was established in 1824. Science was

recognized by the establishment of a professorship of "natural and experimental philosophy" in 1805; Parker Cleaveland was lecturing on chemistry and mineralogy from 1808 on; and senior reading included books on "natural law." In the main, however, an intensely conservative spirit prevailed; in 1824, for instance, a professor was appointed to the chair of philosophy primarily to confute the reasonings of Kant and Coleridge, which were regarded as dangerous to orthodoxy. The only distinctly progressive step taken in the thirty-seven years under review, except for the attention given to mineralogy, was the introduction into the curriculum in 1825 of French and Spanish, a brilliant undergraduate, Henry W. Longfellow, having been designated for the future teaching of them.

Beginning in 1804 with the appointment of a tutor, there was a gradual increase in the number of instructors, some of them men of uncommon abilities. We hear of sporadic efforts to enliven classroom routine: President McKeen's use of "models" in mathematics, for instance, and Tutor Smyth's introduction of the blackboard. In general, however, instruction was conducted largely by daily recitations from textbooks, and must often have been a rather languid proceeding. At all events, the more inquiring minds soon found other means of satisfying their intellectual promptings, and formed the first of the two literary societies, the Peucinian and the Athenæan, which flourished for more than a generation, holding debates and literary exercises and maintaining collections of books, which now enrich the College Library. Similarly, by such devout spirits as found the required daily prayers insufficient, a "Praying Circle" was formed, to satisfy the members' religious needs and to bring Christian influences to bear upon the unregenerate majority. In short, there was much the same diversity of tastes, interests, and manner of life as is found on the campus of to-day. Prior to the erection of a dormitory in 1808, most of the students lived in the single college building, Massachusetts Hall, where, according to a treasured Bowdoin tradition, the President called them to morning prayers (at six o'clock) by rapping on the stairs with his cane. For the first twenty years, the College took virtually no responsibility for the physical exercise of the students. By Longfellow's time, to counteract "a very sickly term," the Faculty went so far as "to recommend a game of ball now and then," and the boys themselves set up a bowling alley; but lack of funds prevented any regular gymnastic instruction until much later. Supervision over the daily life of students was at first strict; efforts were made, with very

incomplete success, to enforce regular study hours and a nine o'clock curfew. Faculty records are concerned to an inordinate extent with infractions of discipline ranging from depradations upon property to "frequenting the chambers of fellow-students in an idle and wanton manner." Ordinances of 1817 and 1824 show some relaxation of the earlier rigor, but the grotesque spectacle continued to be presented, of grave professors patrolling the campus by day and chasing miscreants through the pines at night. Especially the final term of President Allen's rule was marked by undergraduate turbulence.

The growing sectional sentiment, to which Bowdoin had owed its birth, led in 1820 to separate Statehood for Maine, and immediately the College found itself faced with a grave decision, which was in effect whether it should continue as a private or become a public institution. The political complexion of the Boards and the Faculty was predominantly Federalist; that of the majority party in the new State, Democratic. Federalists favored private, Democrats public control of educational institutions. An amendment to the Act of separation had provided that no change should be made in the charter of the College except with the assent of the Boards and of the legislatures of both Maine and Massachusetts. Because the College was in acute need of a continuance of financial aid from public funds, the Boards acquiesced, in 1820, in a vote passed by the two legislatures to give to the Maine legislature alone the power to amend the charter — an enactment which, if it had been upheld, would have converted the College into a State-controlled university. Actually, by further maneuvers, the legislature for two years restrained President Allen from exercising his functions. He brought suit, attacking the constitutionality of the act under which he had been removed. In 1831 Justice Story, in a notable decision in the United States Circuit Court paralleling that in the historic Dartmouth College case, not only replaced Dr. Allen in the presidency but laid down such conditions as to make any future modifications of the charter, even with the two legislatures concurring, an extremely difficult undertaking. The status of the College as a private institution was permanently fixed.

One result of this agitation in its early stages was the establishment, in 1820, of the Medical School of Maine as a part of Bowdoin College. The School, never large but highly respected, sent a majority of its graduates into practice in Maine, and for over a century their record, like that of the minority settled elsewhere, added prestige to the Bowdoin name. From 1899 on, the work of the last

two years of the course was done at Portland. In 1921, when the needed clinical facilities and technical equipment had become too complex and expensive for a small institution to supply, it was deemed expedient to discontinue the School. The Garcelon and Merritt Fund, derived from the School's endowment, is still administered by the College to aid Bowdoin graduates and undergraduates in their medical education.

III.

The Middle Years, 1839-1885

Upon Dr. Allen's resignation, the Boards elected to the Presidency of Bowdoin, by that time a college of two hundred students, the Reverend Leonard Woods. He was thirty-one years old, a graduate of Union College and professor of Biblical literature in the Bangor Theological Seminary; a man of firm convictions, engaging personality, and ripe culture. It was he who suggested to the Boards that they assign to the President a larger share of teaching — a practice ever since maintained. Toward the end of his tong term (1839-1866) Dr. Woods's naturally conservative tendencies were accentuated, especially his distrust of the contemporary scientific movement; and his extreme pacifism during the Civil War lessened his influence, for the College was ardent in its support of the Union cause, sending into the service a greater number of men in proportion to its size than any other college in the country. The chief memorial of President Woods on the Bowdoin campus is the Chapel, Romanesque and granite, which was built under his supervision and which in materials and architectural type is expressive of the man.

The previous administration, as has been noted, had gathered at Bowdoin a number of remarkable teachers. One of these, Samuel Phillips Newman, Professor of Rhetoric and the author of a pioneering textbook on political economy, had resigned in 1839. Others of the group continued to serve the College through and even beyond the term of President Woods, establishing a tradition of great teaching which the sons of the College like to regard as Bowdoin's chief distinction. The most eminent, with their dates of tenure, were: the redoubtable Parker Cleaveland (1805-1858), in chemistry and mineralogy; Alpheus Spring Packard (1819-1884), in ancient languages and literature; William Smyth (1823-1868), in mathematics; and Thomas Cogswell Upham (1824-1867), in philos-

ophy. As representative of a group of brilliant teachers of briefer tenure, who later rose to prominence elsewhere, may be mentioned two graduates: from the earlier period, Henry Wadsworth Longfellow (1829-1835), and from the Woods era, Charles Carroll Everett (1853-1857), both in modern languages. In the agreeable, self-contained life of Brunswick, too—at Town meetings, on the school committee, in the churches—the professors from "the hill" took their full part, as they still do in the more complex Brunswick of to-day.

Instruction from such teachers bore its rich fruit in the achievement and character of the men they trained. In a later year (1898) three graduates of the Bowdoin of these middle years were presiding over branches of the national government: Melville Weston Fuller, '53, the Chief Justice, William Pierce Frye, '50, President *pro tempore* of the Senate, and Thomas Brackett Reed, '60, Speaker of the House of Representatives. A fourth alumnus, General Oliver Otis Howard, '50, was the head of the Freedmen's Bureau and the founder of Howard University. Toward the end of the middle period, Bowdoin graduated Edwin U. Curtis, '82, the man who broke the Boston police strike of 1919, thereby sending to the White House an alumnus of the sister college, Amherst.

Over the curriculum conservatism still held sway. Toward the end of Woods's term, international law, German (in junior year), and some additional rhetoric made minor breaches in the Latin-Greek portion of the fortress, but the mathematics bastion suffered hardly perceptible damage. This resistance to change was due in part to the tendencies of influential persons, such as Parker Cleaveland, on the Faculty, but also to the fact, stated bluntly by L. C. Hatch in his History of the College, that "the introduction of new subjects might cost money, and Bowdoin was poor."

Its financial weakness, acute after the panic of 1837, caused the College embarrassment also in its relations with religious bodies. Although Bowdoin had been established through the efforts of Congregationalists, its charter contains nothing about church affiliation, and both Unitarians and Episcopalians had sat on its Board of Trustees, the majority of whom, like President Woods, were quite free from ecclesiastical narrowness. The temper of the students was pronouncedly liberal. Yet the fear of losing orthodox support and the power of the more conservative Overseers were constant threats hanging over the Trustees' heads and leading again and again to compromise, such as the hedging declaration of 1841 to the effect that Bowdoin was a Congregational college, com-

mitted to giving moral and religious instruction in harmony "with its denominational character as herein defined." By such means the College obtained some sizable bequests, concerning the proper use of which, in the later period of prosperity and complete intellectual freedom under Hyde, opinions of the Courts were solicited. Only in 1908, by the surrender of one fund to a residuary legatee, was the last (and purely nominal) sectarian restriction removed.

The twenty years following Dr. Woods's retirement in 1866 were the most critical in the history of the College, and this in spite of the fine qualities of the two Presidents. Samuel Harris was the first graduate of Bowdoin to become President. Able and respected, he found the task of administration uncongenial and resigned after only five years (1866-1871). His successor was General Joshua Lawrence Chamberlain, of the class of 1852, a former member of the Faculty, who had had a distinguished Army career and after the war had served for three terms as Governor of Maine. During these two administrations a needed modernization of the curriculum was partly effected by the introduction of economics and English literature and the strengthening of history and science; but the establishment in 1871 of a separate department or school of science, with courses in civil and mechanical engineering, was less fortunate; it carried the distinct threat of transforming a liberal arts college into a "people's university." Actually, for ten years, under the excellent Professor Vose, Bowdoin was graduating engineers; but the experiment proved too costly and was abandoned in 1881. Some of the men thus trained were later to occupy important posts; the most famous was Admiral Robert E. Peary, '77, discoverer of the North Pole.

Under the humane and enlightened influence of Leonard Woods, the more objectionable features of attempted faculty control of undergraduate life were abandoned or modified. The first Bowdoin chapters of intercollegiate fraternities, established early in his administration, supplied the means of channeling off any excessive exuberance of youthful spirits and in time re-made the social fabric of undergraduate life. Organized athletics in a mild form began somewhat later. There was gymnastic instruction in Brunswick (for a year or two in private classes merely) from about 1860 on. From 1870 to 1875, when he took his bachelor's degree, Dudley A. Sargent was Director of the Gymnasium, and worked out the system of exercise based on individual measurements which he later employed at Yale and Harvard and which gave him a national reputation. Rowing became popular in the late sixties;

and in the early eighties Bowdoin crews competed in regattas as far away as Lake Cayuga; we hear of baseball first in 1860 and of the first intercollegiate game in 1872. The first college track meet was held in 1868, and the first class game of football (the English kicking game) was played in the next year. Rugby football came in in 1884; tennis began to be played about the same time.

Neither sports nor presidential edicts, however, availed to put an end to the long-standing custom of hazing, the jovial aspects of which are perpetuated for us in the song "Phi Chi," written by one Edward Page Mitchell, '71, later the distinguished editor of the *New York Sun*. Harris made a determined effort to abolish the practice; under Chamberlain there were continual outbreaks, sometimes involving danger to life and limb. "Town and gown" fracases also were not infrequent. The most serious and widely publicized collision between students and college authorities was the "Drill Rebellion" of 1874. President Chamberlain had instituted required military training two years before. Undergraduate opposition culminated in the refusal of three college classes to attend drill, whereupon they were suspended *en masse* and threatened with expulsion. Eventually, after negotiations permitting a certain amount of face-saving by the authorities, the students returned to college; drill was resumed on a voluntary basis, and in 1882 was discontinued altogether. The "Rebellion" was an instance of spirited resistance to a requirement which, as administered, was thoroughly objectionable. The action of the students, however injudicious, revealed an independence of mind and a seriousness of purpose which belied the impression frequently given by their rough manners.

But the College was confronted with graver dangers than those arising from a certain uncouthness in undergraduate life. President Chamberlain, for all his great services to College, State, and Nation, was unequal to coping with the difficulties now besetting the institution: inadequate endowment and equipment, a decreasing enrolment, dissension among the Faculty and the Boards. Probably no one else connected with either group could have succeeded in the circumstances. Chamberlain's resignation in 1883 provided an opportunity to secure from outside the College the vigorous leadership imperatively needed.

IV.

The Modern College, 1885-1944

The inauguration in 1885, after a two years' interregnum, of the Reverend William DeWitt Hyde marks the real beginning of another era. Not yet twenty-seven years old and virtually unknown except at Harvard and the Andover Theological Seminary, the new President brought to his task an athletic physique which impressed young men, a remarkable administrative capacity, an acute and sympathetic grasp of modern problems, and above all an energy which swept away accumulated scholastic dust like a fresh breeze from the Atlantic. The College which he took over may be compared to a deeply rooted tree which needed fertilizing and pruning. These life-giving processes Hyde instituted; the present vigorous new growths are due to him or to the successor whom he trained. By numerous books published during his long term (1885-1917) President Hyde exerted, also, a nation-wide influence toward liberalism in politics, education, and religion.

At the College itself, his first cautious reforms were concerned with the requirements for admission and with the curriculum, which he found too largely a mere continuance of secondary school studies. He persuaded the Boards to adopt (1895) a substitute for the requirement of Greek for admission. Like Eliot of Harvard, whom he greatly admired, he extended the elective system for men in college. He created (1894) a chair of economics and sociology; he brought to the College (1904) instructors in psychology and education; he re-introduced (1901) the teaching of Spanish; he greatly expanded the work in debating; and he established (1912) the departments of art and music. He encouraged the teaching of literature not for philological information or aesthetic delight but for its interpretation of life and its inspiration to action. He advocated full and early participation by college graduates in organized politics and religion. In all his reforms he was guided by that conception of education, embodied in his "Offer of the College," as a many-sided preparation for rich and effective living in the world of the present, proprietorship of the world of the past. Nowhere was his quickening influence more fully experienced than in his own classroom, where year after year he expounded to practically the entire senior class the principles of great thinkers from Plato and Aristotle to Royce and James.

No small part of Hyde's success in the re-orientation of the curri-

culum and the invigoration of instruction was due to his discernment in the selection of younger men for teaching positions. "Anaemic persons do not get on well at Bowdoin," he once told a candidate, and he gave less weight to formal qualifications such as the possession of degrees than to intellectual breadth, character, and teaching ability. Thus around the nucleus he inherited he built up again a remarkably strong Faculty, remembered to-day with gratitude by all the older graduates. Only three from a numerous group of long tenure, and perhaps equal distinction, may here be listed — all graduates of the College: the courtly Henry Leland Chapman (1869-1913), in English literature; the witty Franklin Clement Robinson (1874-1910), in chemistry; and the scholarly Henry Johnson (1877-1918), in art and modern languages. Younger men who taught under Hyde for a brief period before going to larger fields elsewhere included Henry Crosby Emery, '92, in economics; and William MacDonald and Allen Johnson, in history and political science.

This betterment of the instruction could not have been accomplished without a very considerable expansion both of the plant and of the endowment. The President, who had written a book entitled *Practical Idealism,* was not altogether lacking in the wisdom of the serpent; by good luck, he held office in an era of accumulation of large fortunes; and he succeeded in interesting in the College many affluent men and women. In increasing numbers alumni evidenced their support by sending back sons and subscriptions. The enrolment rose from 119 in 1885 to 400 in 1915; the endowment in the same period, from $378,273 to $2,312,868. Erected in the Hyde administration were eight buildings in use to-day, including Hubbard Hall, the Searles Science Building, and the Walker Art Building.

The impact of Hyde's personality upon the social aspects of undergraduate life was no less pronounced. Everywhere in America, student life outside the classroom was becoming richer in opportunities, more urbane in tone, more interesting. Such changes were always sympathetically watched, not seldom prompted, occasionally checked, by the President. In student government, for instance, experiments were made, which looked to the Student Council of the present; a dramatic club, the Masque and Gown, was organized in 1903, and began in 1912 its annual Shakespearean productions; and a young secretary of the Christian Association was brought to the campus. Most spectacular, of course, was the tremendous increase of interest in athletics, indissolubly associated

in Bowdoin minds with the name of Dr. Frank N. Whittier, '85. Bowdoin's first game of intercollegiate football was with Tufts in 1889; the first meet of the Maine Intercollegiate Track and Field Association, in 1895; the first golf club, in 1898. Within reasonable limits, President Hyde welcomed all such activities not only as healthful outlets for the abounding energy of youth but as integral parts of the educational process.

The last public appearance of President Hyde was at the presentation of colors to the student battalion, four weeks after the declaration of war in 1917. "For one hundred and fifteen years," he said on that occasion, "Bowdoin students have enjoyed study and leisure, work and play, under the protection of the nation and the state. . . . From science and art, from literature and history, from the track and diamond, these young men voluntarily and eagerly, in loyalty and duty are hurrying to the defense and support of their country." Like other colleges in those years, Bowdoin went through the stages, first of improvised military instruction, then of the R. O. T. C., and finally of the S. A. T. C. While, naturally, the numbers shrank, and the attempt to combine academic with military training worked to no one's complete satisfaction, the spirit held up remarkably well, and the response to the country's call of both undergraduates and alumni was all that Bowdoin's President could have desired. At the end of the war the stars on the service flag numbered 1,200; the names to be lettered in gold upon its War Memorial, 29. But Dr. Hyde had died on June 29, 1917, and the leadership of the College in war had devolved upon him who, twenty-five years later, was to be charged again with the same great responsibility.

Kenneth Charles Morton Sills, of the Class of 1901, Winkley Professor of the Latin Language and Literature since 1907 and Dean of the College since 1910, served for one year as Acting President, and in 1918 was made President. In full sympathy with Hyde's aims and with equal devotion to the ideal of the liberal arts college, President Sills has carried forward the program which his predecessor initiated. Among the advances made during the present administration have been: the increase of the Faculty from thirty-one to sixty-six members, making possible smaller classes and more frequent conferences; the inauguration (1919) of the system of comprehensive examinations in the major field of study; the foundation (1928) of the Tallman visiting professorship; the conduct in alternate years (beginning 1923) of Institutes in various branches of learning; the establishment (1935) of Kent Island Scien-

tific Station; the augmentation of endowment funds from $2,473,451 to $8,681,502; the erection of several needed buildings, notably the Moulton Union and Moore Hall, and the development of the Pickard playing-field; the more effective organization of the alumni through local associations and an alumni office. And even in this brief summary there must be grateful mention of that lively and very efficient company, first assembled in 1921 by Mrs. William J. Curtis and Mrs. George C. Riggs (Kate Douglas Wiggin), the Society of Bowdoin Women. Relations between townspeople and college people have grown steadily more cordial; to many a graduate, some of the pleasantest memories of college years are associated with the interesting, varied life of this State of Maine community. . . . To-day the stars of the flag in the Chapel number 1,820. In their light, all these advances seem of moment only as they help the College to render unstinted service to the Nation in the hour of need and the guardians of the College to bring it, with honor and unscathed, through a world war.

Bowdoin: the Liberal College

FROM an outdoor platform built in a cleared space among the College pines, President Joseph McKeen, one hundred and forty-one years ago, delivered the chief address at the opening of Bowdoin College. Seeking an object for the new institution of which he was the first head, he found an answer in the desire of "the inhabitants of the District" to have their sons educated for "the liberal professions" and instructed "in the principles and practices of our holy religion. . . . It ought always to be remembered," he went on, "that literary institutions are founded and endowed for the common good, and not for the private advantage of those who resort to them. It is not that they may be able to pass through life in an easy or reputable manner, but that their mental powers may be cultivated and improved for the benefit of society." The insight and the breadth of this program was creditable for that day. But no one attending the ceremonies of 1802 could have foreseen that over a century later the College, once founded in a frontier community, would draw the greater share of its students from states other than the "District" and that these young men, while still preparing for law, medicine, teaching, and theology, were in equal or greater numbers seeking an education as a prelude to government service or a business career.

Since economic and political changes have brought new occupations and callings to pivotal importance in the modern world, the task of the college has necessarily grown more complicated and diverse. As in President McKeen's time many of its courses, for instance, languages and sciences, give knowledge or skill useful in the practice of various professions and employment. But such training is merely incidental to a larger objective. Whether through its catholic subject matter — sciences, social studies, literature, philosophy and the arts; whether through its required or elective courses; whether through its major work, with its insistence upon a more intensive study of some selected subject; the College aims always to give its students a knowledge of the culture of the western world. They must understand and appreciate its origins and traditions, the forces essential for its operation and progress, and the values which it seeks to realize. While an individual may remain ignorant of this heritage and still exist, "the common good" and "the benefit of society," which President McKeen asserted as the objectives of the College, are unattainable unless leaders and followers are alike

acquainted with what civilization, in its broadest sense, implies.

The College still insists that the cultivation and improvement of its students' "mental powers" is its primary function. Perhaps in President McKeen's time, when community life was more homogeneous and simple, no other emphasis was required. But today the College cannot avoid a concern with the character as well as the mind of its undergraduates. On this point the whole of the College environment is an educator. The fraternity houses and dormitories, athletic and non-athletic activities, the constant association of students in a close-knit rather than a dispersed college community,—all play their part. Such influences, however, can be duplicated outside college walls. The distinctive discipline of the College is that of the laboratory, the library, and the classroom. These are its unique possessions. Through the opportunities they offer comes the achievement of intellectual poise, disinterested opinion, and patient courage to pursue remote ends by choice rather than compulsion. These college-bred habits of mind are moral as well as intellectual qualities.

While the College seeks to develop the individual talent of its students, it rightly insists they must not limit their interests; they must at least sample the variety of opportunities the modern curriculum affords. The dreamer must encounter the stubbornness of facts and the practical man must realize that men are moved by visions; the esthete must appreciate the hard precision of scientific measurement and the materialist glimpse the insight and delight offered by the fine arts. Each present-minded generation has to learn anew that the experience of the past is in part a substitute for unnecessary and painful experiment and that a narrow focus upon vocational training breeds a dangerous irresponsibility. The liberal College must train whole men. To do otherwise would be to deprive its graduates of satisfactions and the community of profit.

No college can withdraw entirely from the world. Certainly Bowdoin has taken color from its traditional contacts with a vigorous environment and a self-reliant people. These associations, instead of impeding, have helped the College toward its goal. Fortunately, however, it is an independent college, supported in large measure by endowments and the generous annual gifts of its alumni; it is not bound, therefore, to any denominational creed, party platform, or government program. With more strength and freedom than in President McKeen's administration, it still seeks to bring its students to a maturity of mind and character that through them it may serve "the common good."

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MANNING AMISON SMITH, A.B. *(Swarthmore)*, Ph.D. *(Massachusetts Institute of Technology), Instructor in Chemistry.* 234 Maine Street

RICHARD LEIGH CHITTIM, A.B. *(Bowdoin), Instructor in Mathematics.* 83 Federal Street

WILLARD STREETER BASS, JR., A.B. *(Bowdoin), Instructor in German.* 34 Longfellow Avenue

DAN EDWIN CHRISTIE, A.B. *(Bowdoin)*, A.M., Ph.D. *(Princeton), Instructor in Physics and Mathematics.* 36 Boody Street

JAY HENRY KORSON, B.S. *(Villanova)*, A.M. *(Yale), Instructor in Economics and Sociology.* Pennellville Road

RICHARD NEIL COBB, A.B. *(Bowdoin)*, A.M. *(Harvard), Instructor in Mathematics.* 18 Columbia Street

FRANK HAROLD TODD, B.S. *(Bowdoin)*, A.M. *(Maine), Instructor in Physics.* Topsham

JOHN JOSEPH MAGEE, *Director of Track and Field Athletics.*
23 Boody Street

ROBERT BARTLETT MILLER, *Coach of Swimming.* Topsham

LINN SCOTT WELLS, *Coach of Baseball, and Assistant Coach of Football.* (On leave of absence.)

ADAM WALSH, B.S. in M.E. *(Notre Dame), Coach of Football.*
234 Maine Street

GEORGE DENNIS SHAY, A.B. *(Notre Dame), Assistant Coach of Football.* (On leave of absence.)

NEIL THOMAS MAHONEY, B.B.A. *(Northeastern), Coach of Baseball and Basketball.* 14 Belmont Street

OTHER OFFICERS

PHILIP DANA, A.M., *Treasurer.* Official address, Brunswick, Maine

GLENN RONELLO MCINTIRE, A.B., *Bursar.* 9 Page Street

WILLIAM KELSEY HALL, A.B., *Assistant to Bursar.* 6 Whittier Street

DON THERON POTTER, B.S., *Superintendent of Grounds and Buildings.*
7 Whittier Street

EDITH ELLEN LYON, *Cataloguer.* 1 Page Street

MRS. CLARA DOWNS HAYES, *Secretary of the College.*
54 Harpswell Street

COMMITTEES OF THE FACULTY

Administrative: The President, Chairman; the Dean, Professor Coffin, the College Physician, Associate Professors Kendrick and Helmreich, and Mr. Walsh.

Athletics: Associate Professor Cushing, Chairman; Associate Professors Kendrick and Daggett, and the Director of Athletics.

Catalogue: Professor H. R. Brown, Chairman; the Librarian, Professors Chase and Kirkland, Associate Professors Hartman and Daggett, and Mr. Boyer.

Curriculum: Professor Kirkland, Chairman; Professors Catlin and Coffin, Associate Professors Koelln and Kamerling, and Dr. Christie.

Library: Professor Livingston, Chairman; the Librarian, and Professors Catlin, Means, Chase, H. R. Brown, Holmes, and Kirkland.

Medical Scholarships: Professor Copeland, Chairman; Professor Gross, the College Physician, Associate Professor Root, Assistant Professor Jeppesen, and Mr. Lancaster.

Music: Professor Mason, Chairman; Professors Burnett and Tillotson, and Associate Professors Koelln and Kamerling.

Preparatory Schools: Professor H. R. Brown, Chairman; the Director of Admissions, Associate Professor Daggett, Assistant Professors Quinby and Thayer, and the Alumni Secretary.

Public Exercises: Associate Professor Hartman, Chairman; the Librarian, Associate Professor Kamerling, Assistant Professor Leith, and the Alumni Secretary.

Recording: The Dean, Chairman; the Director of Admissions, Professor H. R. Brown, and Associate Professors Kendrick, Helmreich, and Kamerling.

Religious Activities: Dr. Russell, Chairman; Professor Burnett, Associate Professors Koelln, Daggett, and Root, and Messrs. Lancaster and Riley.

Remedial English: Professor Livingston, Chairman; the Dean, Professor Copeland, Associate Professors Kendrick and Root, and Assistant Professor Beam.

Schedule and Class Rooms: Assistant Professor P. M. Brown, Chairman; Assistant Professor Jeppesen, and Mr. Bass.

Student Aid: The President, Chairman; the Director of Admissions, Vice Chairman; the Dean, Professors Livingston, H. R. Brown, and Holmes, the College Physician, Associate Professors Korgen and Kamerling, Assistant Professors P. M. Brown and Thayer, and Messrs. Lancaster, Riley, and Chittim.

BOWDOIN COLLEGE

BRUNSWICK ~ MAINE

1794 - 1944

THE DELTA

HARPSWELL STREET

COLLEGE ST.

BATH ST.

MAINE STREET

COFFIN ST.

KELLOGG PINE

HYDE ATHLETIC BUILDING AND SARGENT GYMNASIUM

WOOD PRACTICE TRACK

SWIMMING POOL

GYMNASIUM

MOORE HALL

COAL YARD

HEATING PLANT

TENNIS COURT

MOULTON UNION

PRESIDENT'S GATEWAY

SETH ADAMS HALL

WINTHROP HALL

MAINE HALL

THE CHAPEL

APPLETON HALL

WILLIAM DWIGHT MEDE HALL

CLASS OF 1910 WALK

PACKARD GATEWAY

MASSACHUSETTS HALL

HUBBARD HALL

(LIBRARY)

1878 GATEWAY

MEMORIAL HALL

THORNDIKE OAK

MEMORIAL FLAG POLE

CONGREGATIONAL CHURCH

SCIENCE BUILDING

WALKER ART BUILDING

FRANKLIN C. ROBINSON GATEWAY

WARREN C. ROBINSON GATEWAY

College Campus and Buildings

BOWDOIN College is located in the town of Brunswick, Maine, which was first settled in 1628 on the banks of the Androscoggin River, a few miles from the shores of Casco Bay. The travelling time by rail from Boston is three hours, and from New York, eight hours. The present campus, which was originally a sandy plain covered with blueberries and pines, is now a spacious tract of one hundred and ten acres containing more than a score of buildings and several playing fields.

Of first interest to the incoming Freshman is Massachusetts Hall, Bowdoin's oldest building. Here are housed the offices of the President, the Dean, the Director of Admissions, and the Bursar. Here the new student will register for his courses, pay his college bills, sign his name in the century-old register book, and receive the welcome of the President. It is in this building that he will always find the administrative officers ready to answer his questions and to give him friendly counsel about the many problems of college life.

The Chapel, whose spires have come to be a symbol of Alma Mater to thousands of Bowdoin men, will be the scene of the first meeting of all members of the College on the opening day of each Trimester. Each week-day at noon, simple, brief devotional exercises are led by members of the Faculty. For one hundred and fifty years, attendance at daily chapel has been a tradition of Bowdoin life, a tradition which has given the sons of the College many of their most cherished memories.

The work of the College has its heart and center in Hubbard Hall, the library building, which contains the accumulations of a century and a half. The nucleus of its 200,000 volumes is the treasured collection of books and pamphlets bequeathed by the Honorable James Bowdoin, the earliest patron of the college. These "Bowdoin Books," rich in French literature, American history, and mineralogy, were supplemented by the same generous benefactor's gift of his art collection containing many paintings of old and modern masters. Among the paintings are the portraits of Thomas Jefferson and James Madison by Gilbert Stuart, and a notable collection of portraits by the distinguished colonial artist, Robert Feke. These and other treasures are exhibited in the Walker Art Building designed by McKim, Mead, and White. The resources of the Library and Museum are described in more detail elsewhere in this catalogue.

College classes are held in Memorial Hall, Adams Hall, Hubbard Hall, and the Searles Science Building. The first of these buildings, which was built in 1868 in honor of the students and graduates who served in the Civil War, contains a large auditorium used for public lectures, concerts, recitals, and college assemblies. In this hall are bronze tablets bearing the names of two hundred and ninety Bowdoin men who were in the Union service in 1861-1865. This number is greater, in proportion to the size of the College, than that from any other college in the country.

The Searles Science Building, which stands on the western side of the quadrangle, contains laboratories, museums, recitation rooms, and lecture halls. The southern wing houses the Department of Physics; the central part of the building is occupied by the Department of Biology; the northern wing is the home of the Department of Chemistry. The College maintains, except during the war, a scientific station for special laboratory and field investigations on Kent Island, at the entrance to the Bay of Fundy. This island was presented to the College in 1935 by John Sterling Rockefeller.

When students are not engaged in the library, laboratories, and recitation rooms, they have at their disposal many admirably equipped facilities for recreation. These resources include the Moulton Union, the Sargent Gymnasium, the Hyde Athletic Building, the Curtis Pool, and the playing fields of the College. Special provision for intra-mural sports and informal games was made in 1926 by the gift of a tract of sixty-six acres by Frederick William Pickard, LL.D. Pickard Field contains facilities for tennis, baseball, soccer, football, and other sports. The Pickard Field House, a gift from Mr. and Mrs. Pickard, stands at the entrance to the field. Another valuable adjunct for the health of the student body is the Dudley Coe Memorial Infirmary. This building is located in the pines to the south of the Gymnasium and Swimming Pool; its facilities and the services of the College Physician are available to the students without charge.

THE COLLEGE BUILDINGS

Massachusetts Hall, planned in 1798 and completed in 1802, was the first college building erected. The interior was redesigned in 1873 to house the Cleaveland Cabinet of Mineralogy named in honor of Professor Parker Cleaveland. In 1936 the entire building was remodeled to provide quarters for the administrative officers; in 1942, through a gift of Frank Herbert Swan, LL.D., of the Class

of 1898, the third floor was restored and furnished as a Faculty Room.

Maine Hall (1808), known originally as "the College," and named later to commemorate the admission of Maine to the Union; Winthrop Hall (1822), named in honor of Governor John Winthrop of the Massachusetts Bay Colony; Appleton Hall (1843), named in honor of the second President of the College; Hyde Hall (1917), named in honor of the seventh President of the College, and built from contributions from many of the Alumni; and Moore Hall (1941), named in honor of his father by the donor, Hoyt Augustus Moore, LL.D., of the Class of 1895, are the five dormitories of the College.

The Chapel, a Romanesque church of undressed granite, designed by Richard Upjohn, was built during the decade from 1845 to 1855 from funds received from the Bowdoin estate. The façade is distinguished by twin towers and spires which rise to the height of one hundred and twenty feet. The interior resembles the plan of English college chapels, with a broad central aisle from either side of which rise the ranges of seats. The lofty walls are decorated with twelve large paintings. The Chapel stands as a monument to President Leonard Woods, fourth president of the College, under whose personal direction it was erected. In the Chapel is an organ given in 1927 by Cyrus H. K. Curtis, LL.D.

Seth Adams Hall was erected in 1860-1861. It was named in honor of Seth Adams, Esq., of Boston, who contributed liberally towards its construction. The building stands on the Delta. From 1862 until 1921, it housed the class rooms of the Medical School of Maine. The structure is now used for lectures, recitations, and conferences.

Memorial Hall, built in 1868, is a structure of local granite in the Gothic style. It is a memorial to the graduates and students of the College who served in the Civil War. The auditorium on the second floor is used for convocations, lectures, recitals, and plays. The lower story contains class and conference rooms.

The Observatory was erected in 1890-1891 with funds given by John Taylor, Esq., of Fairbury, Illinois. It stands on the southeast corner of Pickard Field, and is reached from Harpswell Road.

The Walker Art Building, designed by McKim, Mead, and White, was erected in 1892-1894. It was given to the College by the

Misses Harriet and Sophia Walker, of Waltham, Massachusetts, as a memorial to their uncle, Theophilus Wheeler Walker, of Boston, a cousin of President Woods. The building, which is one hundred feet in length and seventy-three feet in depth, is surrounded on three sides by a paced terrace with supporting walls and parapets of granite. Granite and bronze sculptures adorn the front wall.

The Mary Frances Searles Science Building, designed by Henry Vaughan, was built in 1894. It is the gift of Edward F. Searles, Esq., in memory of his wife. With the Walker Art Building, it forms the western side of the quadrangle. The building contains lecture rooms, laboratories, museums, and libraries of the Departments of Biology, Chemistry, and Physics.

Hubbard Hall, the library building, was also designed by Henry Vaughan, and erected in 1902-1903. It was presented to the College by General Thomas H. Hubbard, of the Class of 1857, and his wife, Sibyl Fahnestock Hubbard. The building of brick and Indiana limestone, is one hundred and seventy feet in length and fifty feet in depth; the stack room occupies a wing eighty feet by forty-six feet. The library forms the southern end of the quadrangle.

The Hubbard Grandstand was given to the College in 1904 by General Thomas H. Hubbard, of the Class of 1857. It is situated on Whittier Field, a tract of five acres, named in honor of Dr. Frank Nathaniel Whittier, of the Class of 1885, for many years the Director of the Gymnasium, who was largely instrumental in its acquisition for 'varsity football and track in 1896.

Sargent Gymnasium and General Thomas Worcester Hyde Athletic Building were erected in 1912. The Gymnasium was built from contributions from many of the students and Alumni, and named in honor of Dudley A. Sargent, M.D., Sc.D., of the Class of 1875; the Athletic Building was given by John Hyde, Esq., of Bath, in memory of his father, a graduate of the College of the Class of 1861, whose name it bears.

The Curtis Swimming Pool was given to the College in 1927 by Cyrus H. K. Curtis, LL.D. The Pool is housed in a separate wing attached to the Gymnasium; the Pool itself is of standard size, thirty by seventy-five feet, and is provided with every modern device for ensuring sanitation.

The Dudley Coe Memorial Infirmary is a three-story brick building erected in 1916-1917. It was given by Dr. Thomas Upham

Coe, of the Class of 1857, in memory of his son, and stands in the pines to the south of the Gymnasium and Athletic Building.

The Moulton Union, designed by McKim, Mead, and White, was built in 1927-1928. It was given by Augustus Freedom Moulton, LL.D., of the Class of 1873, as a social center for the student life of the College. The Union contains a spacious lounge, game room, cafeteria, dining rooms, and an assembly room. Its facilities also include several comfortable guest rooms, and quarters for many of the undergraduate extra-curricular activities. The Union stands just outside the quadrangle, between Appleton and Hyde Halls.

The Pickard Field House stands at the entrance of Pickard Field. It was given in 1937 by Frederick William Pickard, LL.D., of the Class of 1894, and Mrs. Pickard. The building contains a pleasant lounge as well as lockers and showers.

General Information

Terms and Vacations: The College holds three sessions each year, beginning in October, February, and June. Commencement exercises are held at the close of each Trimester. The dates of the entrance examinations, the opening class of each Trimester, and the vacation periods, are indicated on the College Calendar on pages vii-viii.

Registration and Enrolment: All students are required to register on the first day of each Trimester with the exception of Freshmen who are required to register on the morning preceding the opening of the session. Students must enroll in courses previous to the opening of each Trimester, in accordance with the regulations posted at the College.

Offices and Office Hours: The offices of the President, the Dean, the Director of Admissions, the Bursar, the Alumni Secretary, and the Superintendent of Grounds and Buildings are in Massachusetts Hall, the oldest Bowdoin building.

The President will usually be in his office from 10:00 to 11:00 o'clock every week-day except Saturday. The offices of the Dean and the Director of Admissions are open from 8:30 to 12:00, and from 1:30 to 5:00 every week-day except Saturday; 8:30 to 12:00 on Saturday. The office of the Bursar is open from 8:30 to 12:00, and from 1:30 to 4:30 every week-day except Saturday, 8:30 to 12:00 on Saturday. The office of the Alumni Secretary is open from 8:30 to 12:00, and from 1:30 to 5:00 every week-day except Saturday; 8:30 to 12:00 on Saturday.

College Bills and Fees: At the opening of each Trimester, a bill will be presented for one hundred and fifty dollars for tuition, the charge for room rent, fees and taxes, and for other charges due from every student. At least one-half of the amount of this bill must be paid at the time of registration, and the balance shall be payable on or before the date indicated on the College Calendar. Bills for other charges may be presented at any time and shall be payable immediately.

Any student whose bill is not paid when due may be excluded by the Faculty from the privileges of the College and from credit for college work. No student shall be admitted to examinations of a Trimester if any college charges against him remain unpaid, except in special cases by permission of the Faculty.

MASSACHUSETTS HALL 1802

No student shall be advanced in class standing until all bills of the previous Trimester have been paid, and no degree shall be conferred upon a student who has not paid all his dues to the College, including charges, if any be due, for room and board at a college dining hall. No student shall be dismissed from college on request unless he shall have paid all his college bills, including that of the current session. During the time that bills which are overdue remain unpaid, a student receives no credit for college work.

Tuition: The tuition fee for each Trimester is $150. Any student completing the number of courses required for the degree in less than eight Trimesters must pay tuition for at least eight Trimesters.

College Rooms and Board: Applications for rooms should be made to the Assistant to the Bursar. An applicant may indicate with whom he wishes to share a room, and the College will attempt to honor this preference whenever possible. The suites consist of a study and bedroom which are provided with essential furniture. Students should furnish bed linen, blankets, pillows, pillow slips, and towels. College property is not to be removed from the building or from the room in which it belongs; occupants are held responsible for any damage to their rooms. Room rent is $5 a week, and board is about $9 a week.

Other College Charges: All damage done to the buildings or other property of the College by persons unknown, may be assessed equally on all the undergraduates. A diploma fee of $5 is charged to each student at graduation. The College also collects a fee of $1.00-$1.50 for a locker and the use of towels in the Gymnasium; a fee of $3.50 for the privileges of the Moulton Union; and a fee of $10 to support the various student activities. The costs of tuition, board, room, and fees amount to about $400 for each Trimester. To these items must be added the cost of textbooks, personal expenses (including travel), and fraternity expenses for members of these organizations.

Laboratory Fees: The fees for laboratory courses are as follows: *Chemistry* 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, $3.75 each. If two courses (except *Chemistry* 7, 8) are taken concurrently, the fee for the two is $5.50. There is also a small charge for breakage and for non-returnable articles used in the laboratories. The fee for *Zoölogy* 3, 4, 5, 6, is $3 each; for *Zoölogy* 10, $5.

Medical Attendance: The facilities of the amply endowed Dudley Coe Memorial Infirmary and the services of the College Physician are available to students without charge. If ill, students should immediately call upon or summon the College Physician.

The Infirmary is an important adjunct for the health and well-being of the entire student body. Designed and equipped in accordance with the best hospital practice, the Infirmary contains a reception hall, physician's office, operating room, sterilizing rooms, solarium, and diet kitchen. The second floor is planned especially for the care of contagious diseases.

In addition to the endowment of the donor of the building, a fund of $1,000 given by Mr. and Mrs. George F. Godfrey, of Bangor, in memory of their son, Henry Prentiss Godfrey, is devoted to providing medical attendance.

RESOURCES

The interest-bearing funds of Bowdoin College, at the close of each fiscal year, for the last ten years were as follows:

June 30, 1934,	$6,504,664.58	June 30, 1939,	$8,341,186.13
June 30, 1935,	7,692,042.02	June 30, 1940,	8,436,039.85
June 30, 1936,	8,041,601.16	June 30, 1941,	8,590,458.41
June 30, 1937,	8,144,067.60	June 30, 1942,	8,630,618.00
June 30, 1938,	8,215,542.18	June 30, 1943,	8,681,502.00

The estimated value of the college buildings and equipment is $3,813,307.37.

Admission to the College

APPLICATION for admission to the Freshman Class should be addressed to the Director of Admissions. Satisfactory testimonials of sound character and personality must be presented by all candidates from the principals or headmasters of their preparatory schools or from other qualified persons. In the event that, for various reasons, it may be impossible or undesirable to accept all those who satisfy the academic requirements for admission as later presented, the College reserves the right to select those candidates who in its judgment will profit most by their admission.

ADMISSION DURING THE NATIONAL EMERGENCY

The College has made many adjustments in its program to meet the present national emergency and is glad to include among these certain departures from its normal admissions procedure. The academic requirements later described are those expected of candidates in normal times; under the present conditions the Director of Admissions has been empowered to administer them somewhat informally with emphasis on the value to a candidate of college experience, even though it must be brief.

Candidates for the Freshman class are being accepted at the opening of each of the three trimesters of the college year. Courses have been rearranged so that entering Freshmen may select a satisfactory program in any trimester. The college will make every endeavor to follow any recommendations for study which may be to a student's advantage in later service in the armed forces.

The Director of Admissions may not insist upon the completion of a full four-year program or the accumulation of the usual fifteen units, particularly for those who desire admission in February, 1944. The purpose of the College in this policy of early admission is to make available an additional one or two trimesters of college experience to men destined for service in the armed forces of their country. Candidates who apply for admission with less than the full requirements are expected to have the approval of their school authorities for this action and to present official transcripts showing satisfactory work for the completed portion of their preparation.

REQUIREMENTS FOR ADMISSION

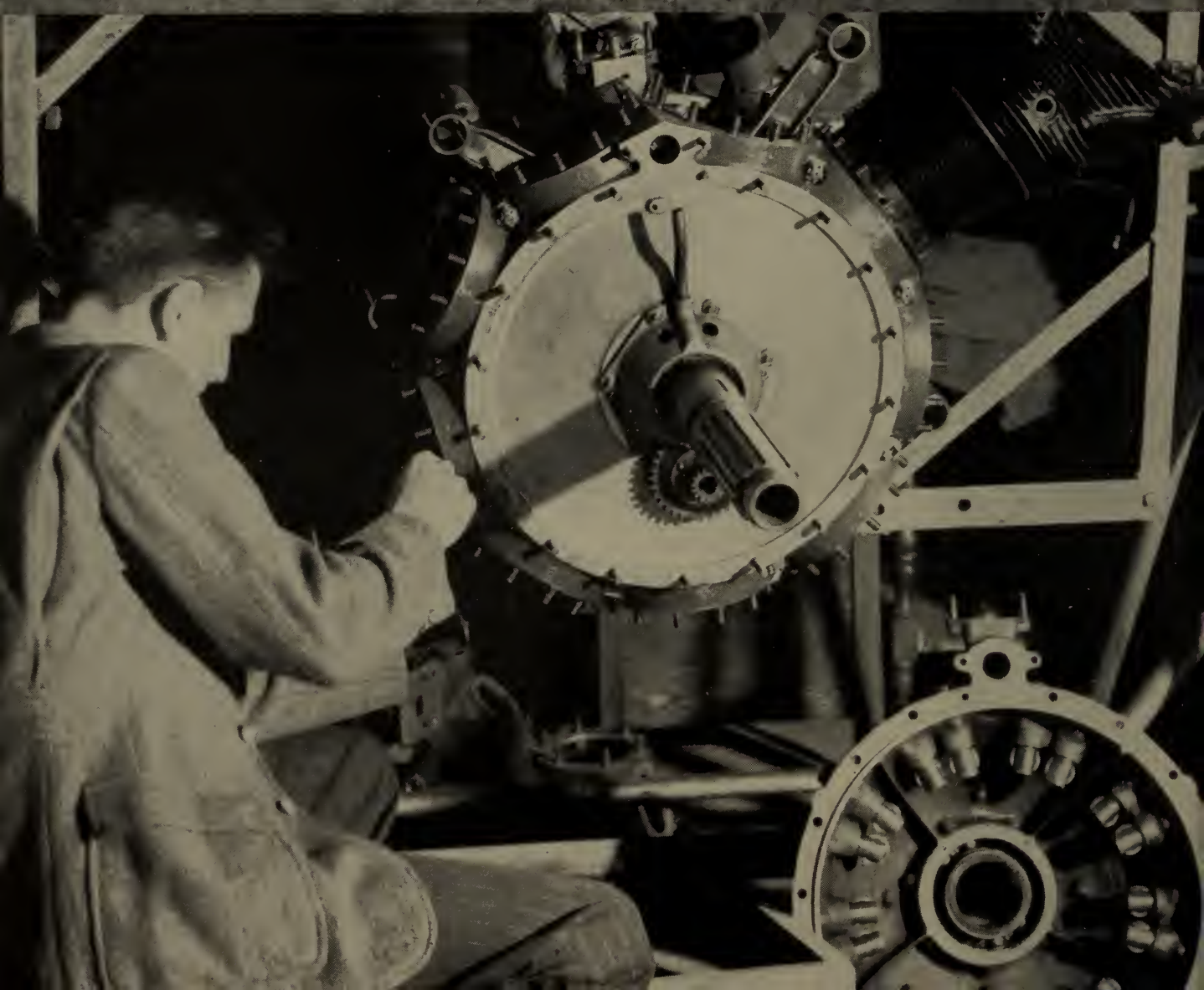
Academic requirements for admission are designed to ascertain whether candidates are properly prepared to pursue courses at the College. Before a candidate's admission, there are two questions to which satisfactory answers must be presented: (1) Has a candidate pursued a course comprising suitable subjects? (2) Has a candidate attained a sufficient degree of proficiency in these subjects?

The preparatory course should normally be four years in length, and should be pursued at a school possessing adequate facilities, and an adequate faculty. In preparation for a liberal arts curriculum such as Bowdoin offers, the subjects comprising the course should fall in the following three groups: (1) English and foreign languages, either ancient or modern, (2) mathematics and the natural sciences, and (3) history and the social sciences.

To facilitate the evaluation of a secondary school program, the college admission unit has been devised. This unit represents a course satisfactorily pursued in a secondary school four or five hours a week for a school year. Candidates for admission are required to present fifteen such units including specifically three units in English (which calls for four years' study), three units in one foreign language or two units in each of two different foreign languages, three units in mathematics including elementary and intermediate algebra and plane geometry, and one unit in history. In addition to these ten or eleven prescribed units, candidates should present additional units in these same fields or in the natural sciences to complete the total of fifteen.

Subjects not falling in one of the three approved groups are considered of less value in preparation for work at Bowdoin; no more than one or two such courses are acceptable. Candidates desiring to present any such subject should request its approval by the Director of Admissions.

The attention of candidates is called to the following details. The study of English during the entire secondary school course is required, but only three admission units are assigned to this subject. In general, a single year of a foreign language is not an acceptable admission unit on the ground that one year does not give sufficient time for acceptable attainment. Candidates for the A.B. degree should study carefully the special requirements in Latin (or Greek) for this degree and plan their secondary school program accordingly. In some schools the required mathematics is covered



in two and one-half years, and in such cases an additional half unit in any field may be presented. It will be noticed that science is not required for admission to Bowdoin, but credits in various sciences are entirely acceptable.

Candidates may present in several ways evidence of satisfactory attainment in those subjects presented for admission. Most schools which send candidates to Bowdoin possess the certificate privilege under whose terms the headmaster or principal certifies to the Director of Admissions that a candidate has completed fifteen satisfactory units and has demonstrated ability sufficient to enable him to pursue profitably the freshman courses at Bowdoin. Such certification fulfills completely the academic requirements for admission. At most schools certification is granted to students who have attained a grade substantially higher than the minimum passing level; it should be noticed, however, that each school sets its own standard for certification which a candidate may learn from his principal or headmaster.

In New England, the certificate privilege is accorded to all schools on the approved list of the New England College Admissions Board. This board, composed of delegates from the associated colleges and the approved secondary schools, acts upon all applications of schools in New England which ask for the privilege of certification. Any school in New England desiring the privilege of certification should apply before April first of each year to the secretary of the Board, Dean William L. Machmer, Massachusetts State College, Amherst, Massachusetts.

Outside of New England, the certificate privilege is granted to schools which are members of the various regional associations of secondary schools. Candidates from other schools may be admitted on trial certification, the full privilege being granted if such trial candidates are successful.

Candidates may also assure the Director of Admissions of their qualifications by satisfactory examinations. Bowdoin College offers its own entrance examinations and accepts those of the College Entrance Examination Board, and of the New York Board of Regents. Every candidate offering examinations in support of his application for admission must also supply the Director of Admissions with an official transcript of his school record. His admission will depend on the combined evidence presented by this transcript and his examination ratings. Candidates who are certified in some of their admission units may be required to take examinations to supply the units in which they are deficient or may take a set of ex-

aminations to indicate the whole range of their attainment. The scholastic aptitude and achievement tests of the College Entrance Examination Board present acceptable evidence of ability to do successful work at Bowdoin and are indeed required of applicants for certain scholarships for incoming freshmen. These examinations will be held on Saturday, December 4, 1943, Saturday, April 15, 1944, Saturday, June 3, 1944, and Wednesday, September 6, 1944.

Candidates wishing to take the examinations of the Board should make early application by mail to the Secretary of the College Entrance Examination Board, P. O. Box 592, Princeton, New Jersey.

The entrance examinations of Bowdoin College will be offered on May 15, 16, and 17, 1944, in accordance with the following schedule:

Monday, May 15th
9–12 A.M. Latin
2–6 P.M. History

Tuesday, May 16th
9–12 A.M. English
2–5 P.M. French
7–10 P.M. German, Greek, Spanish

Wednesday, May 17th
9 A.M.–1 P.M. Mathematics
2–6 P.M. Chemistry, Physics, Biology

Two hours will be allowed for each examination in history, science, or individual subjects in mathematics. Three hours will be allowed for comprehensive examinations in elementary or advanced mathematics.

At this examination period, examination papers will be sent to the principal of any Maine high school or academy of good standing. Examinations given at these schools must be administered in accordance with the above schedule. Requests for papers should be directed to the Director of Admissions not later than May eighth, stating the name of the school, the names of the candidates, and the subjects in which these candidates are to be examined.

Examinations will also be offered by the College on October 5, 6, and 7, 1944, immediately preceding the opening of the Fall Trimester. At this period the examinations will be held only at the College and are available only to those candidates who make application for them to the Director of Admissions not later than September 25, 1944.

ADVANCED STANDING

Candidates for admission to the Sophomore, Junior, and Senior classes are admitted only upon vote of the Faculty after the receipt of proper evidence of their qualifications to pursue the studies of the classes to which they seek entrance. A student from another college, before he can be admitted, must present a certificate of honorable dismissal. At least one full year of residence is required for a degree. Application for admission to advanced standing should be addressed to the Director of Admissions.

SPECIAL STUDENTS

Persons who give evidence of maturity, earnestness of purpose, and adequate preparation will be allowed to pursue special studies in connection with the regular classes, without becoming candidates for a degree; but no student shall continue in such special standing for more than two years. Special students wishing to become candidates for a degree must satisfy all the regular requirements for admission to the Freshman class. During his first year in residence no student in special standing is allowed to participate in intercollegiate athletics.

Applications for admission as special students should be addressed to the Director of Admissions.

Curricular Requirements

SINCE comparatively few students who enter college during the war can expect to stay more than a few Trimesters at most, the College wishes to help make their brief stay here as *immediately* valuable to them as possible. A number of courses* previously closed to Freshmen are now open to them, and required courses may be postponed. While the many individual cases deserve and receive individual counsel and treatment, a few general suggestions regarding the choice of courses may not be unwelcome to certain groups of Freshmen:

1. Premedical students will find that their Bowdoin program is based on the composite demands of various Medical Schools, and of the Army and Navy. It includes sufficient Biology, Chemistry and Physics, but the order in which these Science courses are taken depends on the time at which Freshmen enter, whether in February, June, or October. Detailed information will be given them on arrival.
2. Students physically qualified for commissions in the Armed Forces, and who hope later to be assigned to a college or university for the Army or Navy training programs probably should not confine their selections to English, Mathematics, Physics, and Chemistry, since these subjects are likely to be a part of such programs. Credit towards a Bowdoin degree may be granted for such subjects studied in these training programs. Students, therefore, should at least consider taking other subjects at Bowdoin in order to earn additional credit towards the degree.
3. Students who expect to enter a technical branch of the Armed Forces, or a technical industry, should take Mathematics, and either Chemistry or Physics. *The exigencies of war, however, do not demand that a student try to force himself to study the sciences when nature clearly meant him to study the humanities.*
4. Freshmen whose aptitudes and interests are not in scientific subjects, or those who are not qualified physically for commissions, but are eligible for induction into the Armed Forces, probably should pick their courses much as they would in normal times, and with due regard to the positive requirements for degrees. This certainly should be the procedure of those who are not physically qualified for military service.

* Aeronautics, Astronomy, Economics, Navigation, Philosophy, Psychology, Spanish.

There follows a statement of curricular requirements that must be met by students who can continue for their degrees.

REQUIRED COURSES

Acceptable English is required in both oral and written work, not only in English courses but in all courses. Any student whose work is unsatisfactory in the mechanical or rudimentary aspects of grammar, diction, and syntax, or in the broader aspects of clear expression, may be reported to the Committee on Remedial English; he then, along with those Sophomores whose work in English 1-2 was below standard, may be required to take a special corrective course, given during the three Trimesters* of the college year. Until he has satisfied the Committee, no student assigned to the course in Remedial English will be recommended for a degree.

All students are required to take certain courses in Physical Education.

FRESHMAN YEAR. All candidates for a degree are required to take:

1. Hygiene, and English 4.
2. English 1-2.

   Exemptions from this requirement are made upon the basis of a placement examination given by the Department of English. Freshmen who show unusual competence will be permitted to enroll in certain advanced courses offered by the Department.
3. One modern language: French *or* German.

   A. If the language chosen is the one offered for admission to college, the requirement may be fulfilled by taking one advanced course, such as French 3-4 or German 3-4.

   B. If the language chosen was not offered for admission to college, the requirement may be fulfilled by taking two year courses in that language.

   C. As a substitute for the above requirement, an especially well trained student may, with the consent of the Dean, take at the beginning of his Freshman year an examination in one of these languages and on passing it be exempted from further language requirements.

* The words *Trimester* and *Semester* are used as equivalents in this Catalogue. Both denote a college term of sixteen weeks. For various reasons, it seems well to use at times the pre-war word, *Semester,* for one of the two terms that, in some senses, still make up a "college year." A year course, for instance, is a course continued for two Semesters or Trimesters, i.e., thirty-two weeks.

In content and difficulty this examination will be the equivalent of the regular examination given at the end of the year in French 3-4 or German 3-4 and will include grammar and composition as well as translation.

D. Students who entered college with at least three admission units in one of these languages and two admission units in the other will be excused from further modern language requirements.

No student shall be advanced to Senior standing until he has completed his modern language requirements.

4.* One of the following: Greek 1-2; 3, 4; Latin A, B; 1, 2; Mathematics A, 1; 1, 2; and to comply with the special requirements for the degree of A.B. or B.S. as here set forth:

Candidates for the degree of A.B. who presented *four* years of Latin for admission fulfill these requirements by electing Latin 1, 2, or Mathematics A, 1, or 1, 2, or by electing Greek 1-2 in Freshman year and Greek 3, 4, in Sophomore year.

Candidates for the degree of A.B. who presented *three* years of Latin for admission fulfill these requirements by electing Greek 1-2 or Latin A, B, in Freshman year and, thereafter or concurrently, completing one of the following five groups of courses: (1) Latin A, B, and Latin 1, 2; (2) Latin A, B, and Mathematics A, 1, or 1, 2; (3) Greek 1-2, Greek 3, 4, and Latin A, B; (4) Greek 1-2, Greek 3, 4, and any two other Greek courses, excepting Greek 18; (5) Greek 1-2, Greek 3, 4, and Mathematics A, 1, or 1, 2.

Candidates for the degree of B.S. who presented *two* years of Latin for admission, and who wish to transfer to the course leading to the degree of A.B. are required to take Greek 1-2, Greek 3, 4, and *either* any two other Greek courses, excepting Greek 18, *or* Mathematics A, 1, or 1, 2.

Candidates for the degree of B.S. are required to take Mathematics A, 1, or 1, 2.

5. One of the following: Chemistry 1-2; Economics 1, 2; Government 1, 2; History 1, 2; Philosophy 1, 2; Physics 1-2; Psychology 1-2; Zoölogy 1-2; a second acceptable elective from (4), above.

* The main fact in this necessarily complicated section 4 is that all candidates for degrees must take either one year of college Mathematics, or a varying amount of college Greek or Latin, the amount depending on how much of those languages they offer for admission.

GENERAL COURSES

Candidates for the degree of A.B. must have completed before graduation two years' work each in groups 1 and 3 below; and one year's work in group 2. Candidates for the degree of B.S. must have completed two years' work each in groups 1 and 2, and one year's work in group 3. The subjects chosen from group 1 must be taken in two different departments.

1. Economics or Sociology, Government, History, Philosophy.
2. Astronomy, Biology,* Chemistry, Mathematics,* Physics, Psychology.
3. Comparative Literature, English Literature, French,* German,* Greek,* Italian,* Latin,* Spanish.*

Required and General Courses should be taken, as far as possible, before Elective Courses.

* The following courses do *not* contribute toward meeting the requirement in General Courses: *Biology* 9; *Botany; French* 1-2, 3-4, 15, 16; *German* 1-2, 3-4, 5-6, 15, 16, 17, 18; *Greek* 1-2, 17; *Italian* 1-2; *Latin* A, B, 1, 2, 11; *Mathematics* A, 1, 2; *Spanish* 1-2.

ELECTIVE COURSES

In order to be eligible for a degree, a candidate must have completed thirty-four semester courses, or their equivalent (a year course is equivalent to two semester courses), in addition to Hygiene, English 4, and the required courses in Physical Education. These courses, except those mentioned above under Required Courses which students must take at the times designated, are all elective, but subject to the following regulations:

1. Each student, whether in regular or special standing, is required to take four full courses each semester in addition to the required work in Physical Education, Hygiene, and English 4.
2. Each regular student is required to take a fifth course during each semester of the Sophomore year.

MAJORS AND MINORS

Definitions. A *major* is a subject pursued through six semester courses. A *minor* is a subject pursued through four semester courses in one department, or two semester courses in each of two departments.

Each student is required to have completed before graduation one major and one minor. He must choose his major by the end of his Sophomore year, and must submit the courses chosen for the approval of the department in which the major is to be taken. He must also choose a minor at the same time, and must submit it for advice to the department in which the major is to be taken.

For the duration of the war the major examinations are omitted.

The departments in which majors may be elected have designated the courses constituting majors as follows:

(In the following table a semester course is called a *unit*. A year course is equivalent to two units.)

Biology: Any six units.
Chemistry: Any six units.
Classics: Any six units drawn equally from the departments of Greek and Latin, excepting *Greek* 1-2 and *Latin A, B*.
Economics and Sociology: Any six units.
English: Any six units, excepting *English* 1-2 and 4, but not more than two units may be taken in Composition and Public Speaking.
French: Any six units, excepting *French* 1-2.
German: Any six units, excepting *German* 1-2.
Government: Any six units.
Greek: Any six units, excepting *Greek* 1-2.
History: Any six units.
Latin: Any six units, excepting *Latin* A, B.
Mathematics: Any six units, excepting *Mathematics A*.
Philosophy: Any six units; or any four units and either *Greek* 13, 14, or *Greek* 15, 16.
Physics: Any six units.
Psychology: Any six units.

Examinations: The regular examinations of the College are held at the close of each Trimester. An unexcused absence from an examination entails a mark of zero. In the event of illness or other unavoidable cause of absence from examination, the Dean is empowered to suspend the action of this rule.

Rank: The rank of a student in each course is computed on a scale of 10, but is preserved on the college records in the letters A, B, C, D, and E. A signifies a rank from 9 to 10; B, a rank from 8 to 9; C, a rank from 7 to 8; D, a rank from 6 to 7; E, a rank lower than 6, and a condition.

Reports of Standing: A report of the ranks of each student is sent to his parents or guardian at the close of each Trimester. The report contains a statement of the standing of the student in each of his courses.

Requirements for Degrees: In order to be recommended for the degree of Bachelor of Arts or Bachelor of Science, a candidate must have been at least one year in residence at Bowdoin College and have complied with the regulations in regard to courses. He must, moreover, have attained a grade of C, or higher, in at least half his courses.

Degrees with Distinction: The degree of Bachelor of Arts or Bachelor of Science with distinction is awarded in three grades:

Cum Laude. A candidate is recommended for a degree *cum laude* who has obtained an average grade of B in all courses presented for a degree.

Magna cum Laude. A candidate is recommended for a degree *magna cum laude* who has obtained a grade of A in three-fourths, and B in another eighth, of his courses.

Summa cum Laude. A candidate is recommended for a degree *summa cum laude* who has obtained a grade of A in seven-eighths of his courses. A candidate for a degree *summa cum laude* must have been in residence at Bowdoin for at least three years.

Honors in Major Subjects: A department may recommend to the Faculty, candidates for honors in that department, but no student shall be so recommended unless he shall have received A's in at least one-half, and B's in the other half of the six courses comprising his major subject. To such students the Faculty may, on recommendation from the department, grant "honors." A department may recommend to the Faculty as candidates for "high honors" or "highest honors" students who have at least met the course requirements as above described and have completed additional work—problems, theses, examinations—as evidence of their originality and initiative.

BOWDOIN-MASSACHUSETTS INSTITUTE OF TECHNOLOGY DEGREES

Students desiring to enter the engineering profession may qualify for the degree of Bachelor of Science from both Bowdoin College and the Massachusetts Institute of Technology by successfully

completing three years at Bowdoin, or two years and two summer Trimesters, followed by two years at the Institute. The Bowdoin degree will be awarded to such students on notification from the Institute that they have received their degree from the Institute, provided that during their residence at Bowdoin they had satisfied the regular group and language requirements. To be recommended to the Institute under this plan, students must have attained honor grades in their courses in Mathematics and the Natural Sciences. Students wishing to avail themselves of this plan should notify the Dean of Bowdoin College at the beginning of their Freshman year, as it requires a very definite choice of courses, including, specifically, Mathematics and Physics in all three years, and Chemistry in Sophomore and probably Junior years, depending upon the course contemplated at the Institute.

PREMEDICAL STUDIES

Students contemplating the study of medicine are advised to arrange their undergraduate course, as early as possible, with this end in view. Requirements for admission to the College are the same for all students. Premedical students should take college courses in Biology, Chemistry, and Physics, to satisfy the requirements for admission to medical schools.

Note on Advanced Courses for Juniors and Seniors

For the small group of Juniors and Seniors who will be enrolled during these war years it may be inexpedient to offer formally the usual large number of advanced courses. The courses described on the following pages will enable the majority of upperclassmen satisfactorily to make up their programs, but may not prove sufficient in every instance. To meet the needs of any students who would be seriously handicapped by the reduction in the number of elective courses, the faculty has devised the "100 courses." For instance, a Senior majoring in French might desire to complete his major requirements by taking *French* 7-8, which has been suspended for the duration of the war. Under this system, after consultation with the department and by permission of the Dean, he could elect as a "100 course" *French* 7-8, or, as it would appear on the records, *French* 107-108. He would then arrange with the instructor to do the work, including reading and the writing of reports, ordinarily required in the course, would confer frequently with the instructor during its prosecution, and would take a final examination at the end of the term. A course so conducted would place on the student a much heavier burden than does the ordinary course; on the other hand, it should have the definite advantage of promoting collaboration between student and teacher, and independence in thought and methods of work. The "100 courses" are officially described as follows:

> Courses numbered 100, in advanced subjects ordinarily offered but not included in the scheduled offerings, may, after consultation with the department concerned and by permission of the Dean, be elected by students needing such courses to complete their academic programs.

Courses of Instruction

Arrangement. The departments of instruction in the following descriptions of courses are listed in alphabetical order.

Time and Place of Classes. A schedule containing the time and place of the meeting of all courses will be issued before each registration period. In the Fall and Spring Trimesters, all courses (unless otherwise stated) meet for three periods each week. In the Summer Trimester, all courses meet for five periods each week.

Prerequisites. Courses marked by an asterisk are offered with the expectation that students who elect them will also elect the Continuation course. A course designated "Continuation" does not, however, necessarily require as prerequisite the earlier trimester course, unless so stated.

Bracketed Courses. Courses enclosed within brackets, while formally suspended for the duration of the war, remain as departmental offerings, and may be elected as "100 courses" on the basis described on page 48. The subject matter of any "100 course" will be essentially the same as that of the original, i.e., bracketed course.

Calendar of Trimesters:

Fall 1943 *Trimester:* October 7, 1943–February 5, 1944.
Spring 1944 *Trimester:* February 7, 1944–June 1, 1944.
Summer 1944 *Trimester:* June 12, 1944–September 30, 1944.
Fall 1944 *Trimester:* October 9, 1944–February 3, 1945.

Aeronautics

Assistant Professor Jeppesen

1. *Meteorology and Air Navigation.* Fall 1943, and Summer and Fall 1944 Trimesters.
2. *Aerodynamics and Aviation Engines.* Spring, Summer and Fall 1944 Trimesters.
   Elementary ground-school training for those interested in aviation.

Art

Assistant Professor Beam

1. *History of European and American Art from Ancient Times to the Present Day.* Fall 1943, and Fall 1944 Trimesters.

2. *Continuation of Course* 1. Spring 1944 Trimester.
A general survey of the development of architecture, sculpture, and painting.

[3. *Art and Culture of the Renaissance.*]
A study of architecture, sculpture, and painting in Europe during the Renaissance.

[4. *Art and Culture of the Seventeenth and Eighteenth Centuries.*]
A survey of European and American architecture, sculpture, and painting during the Baroque and Rococo movements.

[7. *Modern Art.*]

[8. *Continuation of Course* 7.]

[9. *Principles of Drawing, Painting, and Sculpture.*]

[10. *Continuation of Course* 9.]

11. *Interpretation of Works of Art.* Summer 1944 Trimester.
Analysis of a number of trends and problems connected with portraiture, mural painting, domestic architecture, etc.

100. See Note on page 48.

Astronomy

MEMBERS OF THE DEPARTMENT OF PHYSICS

1. *Descriptive Astronomy.* Fall 1943, and Fall 1944 Trimesters.
A non-mathematical course giving a general survey of our present knowledge of the celestial universe.

2. *Practical Astronomy.* Spring and Summer 1944 Trimesters.
The use of the sextant in aerial and marine navigation.
Prerequisite: Trigonometry.

Biology

PROFESSORS COPELAND AND GROSS

Zöology

*1. *General Introduction to Zöology.* Fall 1943, and Spring and Fall 1944 Trimesters. MR. COPELAND.

2. *Continuation of Course* 1. Spring 1944 Trimester. MR. COPELAND.
The classification, distribution, morphology, physiology,

ecology, and evolution of animals. Representative types from the lower groups of animals to the vertebrates are studied in the laboratory. Laboratory exercises in animal cytology, histology, embryology, and physiology. Practice in the use of the microscope and in dissection.

3. *Comparative Anatomy of Vertebrates.* Summer and Fall 1944 Trimesters. Mr. Gross.

[4. *Continuation of Course* 3.] Mr. Gross.
The morphology of vertebrates, and the evolution of animals from the fishes to the mammals. The classification of the chordates, theories of vertebrate structure, and the homologies of organs. The dogfish and Necturus are used as the types of vertebrates for study and dissection. The second half of the course is devoted to laboratory study of the cat.

5. *Microscopical Anatomy.* Fall 1943 Trimester. Mr. Gross.
Practice in the technique of the preparation and study of animal cells and tissues.
Prerequisite: *Zoölogy* 1-2.

6. *Vertebrate Embryology.* Spring 1944 Trimester. Mr. Gross.
A survey of the earlier stages of development of the reproductive cells, maturation, fertilization, cleavage, formation of germ layers, primitive segments, and the formation of fetal membranes. Study of a series of preparations illustrating the early development of the chick and pig.
Prerequisite: *Zoölogy* 5.

10. *Ornithology.* Spring 1944 Trimester. Mr. Gross.
A study of the behavior, migration, structure, adaptations, and economic significance of birds; and the origin, evolution, distribution, and classification of the group *Aves.* The laboratory work includes the identification and study of the College collection of North American birds.
Prerequisite: *Zöology* 1-2.

Biology

7. *Special Laboratory and Field Investigations.* Fall 1943 Trimester. Messrs. Copeland and Gross.

8. *Continuation of Course* 7. Spring 1944 Trimester. Messrs. Copeland and Gross.
Original biological investigations under the direction of the instructors for students with requisite training.

9. *Organic Evolution.* Fall 1943 Trimester. MR. COPELAND.
An examination of the evidence supporting the doctrine of evolution and the theories of the origin of species. A study of the topics of variation, adaptation, heredity, and other problems which arise in evolutionary biology. Elective for those who have passed twelve trimester courses.

Botany

1. *Botany.* Spring 1944 Trimester. MR. COPELAND.
A survey of the classification, morphology, physiology, and ecology of plants. Laboratory study of the types of the plant kingdom from the lower groups to the flowering plants. A presentation of certain of the facts and doctrines derived from the scientific study of plants.

100. See Note on page 48.

Chemistry

ASSOCIATE PROFESSORS ROOT AND KAMERLING, AND DR. SMITH

*1. *General Chemistry.* Fall 1943, and Summer and Fall 1944 Trimesters. MR. ROOT.

2. *Continuation of Course* 1. Spring and Summer 1944 Trimesters. MR. ROOT.
This course gives a survey of chemical phenomena and chemical substances, discusses the fundamental laws and theories of chemistry, and describes its more important applications in industry and everyday life. The laboratory work of Course 2 consists of work in inorganic qualitative analysis. Lectures, conference, and four hours of laboratory work each week.

3. *Chemical Principles, including Quantitative Analysis.* Fall 1943, and Summer and Fall 1944 Trimesters. MR. ROOT.

4. *Continuation of Course* 3. Spring and Summer 1944 Trimesters. MR. ROOT.
A survey of those theories of chemistry which are essential to an understanding of reactions and equilibrium in aqueous solution, with emphasis on their application to inorganic quantitative analysis. The laboratory work of Course 3 includes volumetric analysis, that of Course 4 includes gravimetric analysis. Lectures, conference, and six hours of laboratory work each week.
Prerequisites: *Chemistry* 1 and 2.

5. *Elementary Physical Chemistry.* Fall 1943, and Fall 1944 Trimesters. Mr. Smith.

6. *Continuation of Course* 5. Spring 1944 Trimester. Mr. Smith.

A general survey of the field of physical chemistry, and its applications to organic chemistry, physics, and biology; including such topics as the states of matter, solutions, thermochemistry, equilibria, electrochemistry, etc. Lectures, conference, and three hours of laboratory work each week.

Prerequisites: *Chemistry* 3 and 4. *Physics* 1 and 2, and *Mathematics* 3 and 4 are recommended.

7. *Elementary Organic Chemistry.* Fall 1943, and Fall 1944 Trimesters. Mr. Kamerling.

8. *Continuation of Course* 7. Spring 1944 Trimester. Mr. Kamerling.

An introduction to the chemistry of the compounds of carbon. This course forms a foundation for further work in organic chemistry or biochemistry. Lectures, conference, and six hours of laboratory work each week.

Prerequisite: *Chemistry* 1 and 2.

9. *Advanced Physical Chemistry.* Fall 1943, and Fall 1944 Trimesters. Mr. Smith.

A survey of elementary thermodynamics.

Prerequisites: *Chemistry* 5 and 6.

10. *Advanced Inorganic Chemistry.* Spring 1944 Trimester. Mr. Kamerling.

A review and extension of the facts and theories of inorganic chemistry.

Prerequisites: *Chemistry* 5 and 6.

11. *Advanced Work in Organic Chemistry.* Spring 1944, and Summer 1944 Trimesters. Mr. Kamerling.

This course is intended for students desiring further laboratory work in organic chemistry. The first part of the trimester is spent in the study of qualitative organic analysis, the remainder in carrying out preparations of an advanced nature.

Prerequisites: *Chemistry* 7 and 8.

12. *Introduction to Biochemistry.* Fall 1943, and Summer 1944 Trimesters. Mr. Kamerling.

A study of the chemistry of some compounds manufactured by plants and animals: carbohydrates, fats, proteins, vitamins, hormones, enzymes.

Prerequisites: *Chemistry* 3, 7 and 8.

Comparative Literature

PRESIDENT SILLS

1. *Comparative Literature.* Fall 1943, and Fall 1944 Trimesters.
   A study of the more important literary works of classical and mediaeval periods, including the Bible, with particular emphasis on their influence upon later literature.
2. *Continuation of Course* 1. Spring 1944 and Spring 1945 Trimesters.
   A study of the more important literary works of the Renaissance, from Dante to Shakespeare.
   Elective for those who have passed eight trimester courses.

Education

The courses in Education will not be given for the duration of the war. *General Psychology* 1-2, *Mathematics* 13, 14, and *Physics* 11, 12 satisfy certain of the requirements for the Maine State Teacher's Certificate.

Economics and Sociology

PROFESSOR CATLIN, ASSOCIATE PROFESSOR CUSHING, ASSISTANT PROFESSOR BROWN, AND MR. KORSON

Economics

*1. *Principles of Economics.* Fall 1943, and Summer and Fall 1944 Trimesters. MESSRS. CATLIN, CUSHING, AND BROWN.
2. *Continuation of Course* 1. Spring and Summer 1944 Trimesters.
3. *Money and Banking.* Summer 1944 Trimester. MR. CUSHING.
   The general principles of money and banking, and their application to current problems; Federal Reserve credit policy, control of the business cycle and the price level, the gold standard, managed money, etc.
   Prerequisite: *Economics* 1-2.
4. *Corporation Finance.* Spring 1944 Trimester. MR. CUSHING.
   An introduction to the financial practices and problems of corporate enterprises, with emphasis upon the interpretation and analysis of their financial statements.
   Prerequisite: *Economics* 1-2.

[6. *Public Finance.*] Mr. Brown.

The problems of local, state, and national revenue and expenditure from a social as well as from a fiscal standpoint.

Prerequisite: *Economics* 1-2.

[8. *Statistics.*] Mr. Cushing.

A survey of statistical material and techniques, with special reference to economic statistics. Attention is given to methods of collecting, tabulating, charting, and analyzing statistical data. Problem work in the laboratory occupies two hours a week.

Prerequisite: *Economics* 1-2, and *Mathematics* A, 1 or 1, 2.

9. *Industrial Management.* Fall 1943, and Fall 1944 Trimesters. Mr. Catlin.

The history and applications of scientific management in manufacturing industries, covering such matters as location, layout, equipment, power, purchasing, stores, and job analysis.

Prerequisite: *Economics* 1-2.

10. *Labor Problems.* Summer 1944 Trimester. Mr. Catlin.

The selection and training of employees, unemployment, industrial health and safety, hours of labor, wages, the labor movement, and labor legislation.

Prerequisite: *Economics* 1-2.

*11. *Principles of Accounting.* Fall 1943, and Fall 1944 Trimesters. Mr. Brown.

12. *Continuation of Course* 11. Spring 1944 Trimester. Mr. Brown.

These courses aim to acquaint the student with accounting analysis as an important working tool for the business executive and the public administrator. After a brief survey of double-entry bookkeeping, consideration is given to such subjects as the preparation and interpretation of financial statements, the nature of income, the valuation of assets, depreciation, and reserves.

[13. *Progress of Economics.*] Mr. Catlin.

A comparative study of the ideas of different writers living in different periods under varying economic conditions. The course presents a review of economic principles from the historical approach, and is strongly recommended to seniors majoring in Economics who need such a review or who are working for honors in the subject.

Prerequisite: *Economics* 1-2.

[14. *International Economic Problems.*] Mr. Brown.

A study of the theory and practice of foreign trade, foreign exchange, international movements of capital, and governmental policies with reference to international economic affairs generally.

Prerequisite: *Economics* 1-2.

[55. *Marketing.*] Mr. Catlin.

This course deals with the problems and steps in marketing farm products, raw materials, and manufactured goods: the produce markets, wholesaling, retailing, coöperative selling and buying, advertising. Emphasis is placed on the consumer's viewpoint.

Prerequisite: *Economics* 1-2.

100. See Note on page 48.

Sociology

Mr. Korson

1. *Introduction to Sociology.* Spring 1944 Trimester.

A general introduction to the study of the origin, development, and structure of society.

Elective for those who have passed twelve trimester courses.

2. *American Race Relations and other Social Problems.*

The social, economic, and political aspects of racial problems in the United States are studied with particular reference to the Negro, Oriental, and major immigrant groups. Population pressure as a cause of migratory movements and war is also considered. The last part of the trimester is devoted to a study of the American family.

Elective for those who have passed twelve trimester courses.

[3. *Population.*]

Introduction to the quantitative measurement of certain social trends including the growth, migration, urbanization, and composition of population, and their influence on cultural and economic life.

[4. *Social Welfare.*]

A study of dependency, delinquency, crime, and disease; a survey of the ways modern societies treat or should treat these disorders. Visits to various welfare institutions form an integral part of the course.

[5. *The Social Control of Human Behavior.*]
A study of the control of attitudes and behavior through such means as propaganda and censorship, reward and punishment, education and indoctrination.

100. See Note on page 48.

English

PROFESSORS CHASE, BROWN, AND COFFIN, ASSOCIATE PROFESSOR HARTMAN, AND ASSISTANT PROFESSORS QUINBY AND THAYER

Composition and Public Speaking

*1. *English Composition.* Fall 1943, and Spring, Summer, and Fall 1944 Trimesters. MESSRS. CHASE, BROWN, COFFIN, AND HARTMAN.

2. *Continuation of Course* 1. Spring and Summer 1944 Trimesters. MESSRS. CHASE, BROWN, COFFIN, AND HARTMAN.
A review of the rudiments of written expression, followed by a study of exposition, the short story, the novel, drama, and poetry. Recitations, lectures, written exercises; outside reading, essays, and conferences.

4. *Public Speaking.* Fall 1943, and Summer and Fall 1944 Trimesters. MESSRS. QUINBY AND THAYER.
Informal lectures; drill in articulation, intonation, and gesture; short declamations, with criticism by students and instructor.

6. *Advanced Public Speaking.* Spring 1944 Trimester. MR. THAYER.

7. *English Composition.* Summer 1944 Trimester. MR. HARTMAN.
Written work on assigned subjects; attention focused upon the more elementary aspects of composition, with emphasis upon methods of exposition.

8. *Advanced English Composition.* Fall 1944 Trimester. MR. HARTMAN.
Study and practice in the more imaginative aspects of composition, with attention to special forms and individual interests.

English and American Literature

9. *Survey of English Literature,* 700-1640. Fall 1943, and Fall 1944 Trimesters. MR. COFFIN.

10. *Continuation of Course* 9. Spring 1944 Trimester. MR. COFFIN.
Lectures and readings covering the field of English litera-

ture as a whole, with particular emphasis upon a few representative authors or works; critical essays on outside reading.

13. *Shakespeare:* the plays from 1590 to 1601, including *Hamlet.* Fall 1943, and Fall 1944 Trimesters. MR. CHASE.

14. *Shakespeare:* the plays from 1602 to 1613. Spring 1944 Trimester. MR. CHASE.

The principal plays of Shakespeare—in each trimester, two or three studied textually, and nine or ten others read more cursorily. Supplementary reading, group discussions, and essays.

13A. *Shakespeare.* Summer 1944 Trimester. MR. CHASE.

Study of eight or more of the principal plays (including *Hamlet*) from various periods.

25. *American Literature,* 1608-1860. Fall 1943, and Fall 1944 Trimesters. MR. BROWN.

26. *American Literature,* 1860-1940. Spring 1944, and Summer 1944 Trimesters. MR. BROWN.

A broad survey of American literature in the main lines of its development.

27. *Twentieth Century English and American Literature.* Summer 1944 Trimester. MR. COFFIN.

28. *Continuation of Course* 27. Fall 1944 Trimester. MR. COFFIN.

Readings in Hardy, Housman, Masefield, Robinson, Frost, Sandburg, Lindsay, Benét, Cather, Wylie, and Wilder. Lectures, discussions, and critical reports.

29. *Literary Criticism.* Summer 1944 Trimester. MR. CHASE.

30. *Continuation of Course* 29. Fall 1944 Trimester. MR. CHASE.

Description and illustration of the various types; history of critical ideas; problems of contemporary criticism; practice in the art of criticism.

52. *Major Poets: Browning and Wordsworth (or Arnold).* Summer 1944 Trimester. MR. HARTMAN.

53. *Lyric Poetry.* Summer 1944 Trimester. MR. COFFIN.

54. *Continuation of Course* 53. Fall 1944 Trimester. MR. HARTMAN.

The lyric from the Middle Ages to the present, with special emphasis upon the ballad, and upon the lyric of the Renaissance, Romantic, and modern periods. Opportunity for creative writing.

55. *Major Prose Writers,* 1700-1800. Summer 1944 Trimester. Mr. Brown.

56. *Major Prose Writers,* 1800-1900. Fall 1944 Trimester. Mr. Brown.

Readings in Defoe, Swift, Fielding, and Johnson and his circle; Macaulay, Lamb, Hazlitt, Carlyle, Ruskin, Arnold, Huxley, Newman, Pater, and certain representative novelists.

100. See Note on page 48.

French

Professors Brown and Livingston, and
Assistant Professor Leith.

*1. *Elementary French.* Fall 1943, and Fall 1944 Trimesters. Mr. Leith.

2. *Continuation of Course* 1. Spring 1944 Trimester. Mr. Leith.

Training in grammar, composition, and reading of simple texts.

B. *Elementary French.* Spring 1944 Trimester. Mr. Leith.

A course designed to meet the needs of Freshmen entering in February, who have had at least two years of French in high school. Grammar, composition, and reading of standard texts.

*3. *Intermediate French.* Fall 1943, and Summer and Fall 1944 Trimesters. Messrs. Brown, Livingston, and Leith.

Reading and composition. Oral practice.

4. *Continuation of Course* 3. Spring and Fall 1944 Trimesters. Messrs. Brown, Livingston, and Leith.

5. *Advanced French.* Fall 1943, and Summer and Fall 1944 Trimesters. Mr. Brown.

6. *Continuation of Course* 5. Spring and Fall 1944 Trimesters. Mr. Brown.

This course is designed to acquaint the student with some of the leading authors of the last three centuries and to develop an ability to read French. Certain works are translated and discussed in the classroom; others are assigned for outside reading. One hour each week is devoted to composition.

[7. *French Literature from its Origins to the End of the Eighteenth Century.*]

[8. *Continuation of Course* 7.]
A general survey of the development of French literature down to the Revolution, with a more detailed study of the leading authors and their principal works. Special consideration is given to the development of French classicism and to the literature of the Age of Louis XIV. Lectures, reading, written reports, and explanation of texts.

11. *French Literature of the Nineteenth Century.* Fall 1944 Trimester. Mr. Livingston.

[12. *Continuation of Course* 11.] Mr. Livingston.
A study of the development of Romanticism and Realism in the poetry, the novel, and the drama of the nineteenth century, with careful consideration of the leading authors of each school. Lectures, written reports, and explanation of texts.

13. *Selected Authors.* Fall 1943 Trimester. Mr. Brown.

14. *Continuation of Course* 13. Spring 1944 Trimester. Mr. Brown.
Primarily a reading course with discussions in class of the works read; written reports and critical essays. Studies in the works of Molière, La Fontaine, Voltaire, Mérimée, Vigny, Musset, and others.

[15. *Advanced Composition and Conversation.*]

[16. *Continuation of Course* 15.]
This course is conducted entirely in French. It may be elected only with the approval of the Department.

100. See Note on page 48.

German

Professor Ham, Associate Professor Koelln, and Messrs. Riley and Bass

*1. *Elementary German.* Fall 1943, and Summer and Fall 1944 Trimesters. Mr. Ham.

2. *Continuation of Course* 1. Spring and Summer 1944 Trimesters. Mr. Ham.
Training in grammar, composition, and reading of simple texts.

*3. *Advanced German.* Fall 1943, and Summer and Fall 1944 Trimesters. Mr. Ham.

4. *Continuation of Course* 3. Spring and Summer 1944 Trimesters. Mr. Ham.
   Reading and composition; review of grammar.

[5. *Advanced German.*] Mr. Riley.

[6. *Continuation of Course* 5.] Mr. Riley.
   Training in reading and composition; review of grammar; practice in speaking German.
   Prerequisite: *German* 1-2, or its equivalent.

[7. *German Drama of the Nineteenth Century.*] Mr. Koelln.
   Prerequisite: *German* 3-4 or 5-6, or distinction in *German* 1-2.

[8. *Continuation of Course* 7.] Mr. Koelln.

[9. *German Literature.*] Mr. Riley.
   Prerequisite: *German* 3-4 or 5-6, or distinction in *German* 1-2.

[10. *Continuation of Course* 9.] Mr. Riley.
   A rapid survey of German literature from the earliest times to the middle of the eighteenth century; more detailed study of the period from 1748 to 1900. Lectures, dictation in German, classroom reading, and interpretation. Outside reading and reports.

[11. *Schiller.*] Mr. Koelln.
   Lectures, dictation in German, classroom reading, and interpretation. Outside reading and reports.
   Prerequisite: *German* 3-4 or 5-6, or distinction in *German* 1-2.

[12. *The Romantic Movement in Germany.*] Mr. Koelln.
   Prerequisite: *German* 3-4 or 5-6, or distinction in *German* 1-2.

[13. *Goethe.*] Mr. Koelln.

[14. *Continuation of Course* 13.] Mr. Koelln.
   Life and works of Goethe; interpretation, especially of *Faust.*
   Prerequisite: *German* 9-10, and consent of the instructor.

[15. *Advanced Composition and Conversation.*] Mr. Koelln.

[16. *Continuation of Course* 15.] Mr. Koelln.
   Conducted in German; may be elected only with consent of the instructor.

[17. *Scientific German.*] Mr. Riley.

[18. *Continuation of Course* 17.] Mr. Riley.
   Prerequisite: *German* 3-4, or its equivalent, and college courses in science.

100. See Note on page 48.

Government

PROFESSOR HORMELL, AND ASSOCIATE PROFESSORS DAGGETT AND HELMREICH

1. *American Government.* Fall 1943, and Summer (first term) and Fall 1944 Trimesters. MESSRS. HORMELL AND DAGGETT.

2. *Continuation of Course* 1. Spring and Summer (second term) 1944 Trimesters. MESSRS. HORMELL AND DAGGETT.

   A survey of national, state, and local government; a study of political institutions and current governmental problems.

3. *American Constitutional Law.* Fall 1943 and Fall 1944 Trimesters. MESSRS. HORMELL AND DAGGETT.

4. *Continuation of Course* 3. Spring 1944 Trimester. MESSRS. HORMELL AND DAGGETT.

   A study of the development of constitutional principles in the United States.

5. *Municipal Government.* Spring 1944 Trimester. MR. HORMELL.

   The problems of city government and administration in the United States and selected foreign countries.

7. *International Law.* Summer (first term) 1944 Trimester. MR. DAGGETT.

   The essentials of international public law.

9. *Public Administration.* Summer (second term) 1944 Trimester. MR. HORMELL.

   The general principles of public administration in the modern state.

11. *Comparative Government.* Summer (second term) 1944 Trimester. MR. HELMREICH.

12. *Continuation of Course* 12. Fall 1943, and Fall 1944 Trimesters. MR. HELMREICH.

    In Course 11 attention is centered on democratic institutions and governments in Europe; in Course 12, on the totalitarian states.

100. See Note on page 48.

Greek

PROFESSORS MEANS AND SMITH

*1. *Elementary Greek.* Fall 1943, and Fall 1944 Trimesters. MR. MEANS.

2. *Continuation of Course* 1. Spring 1944 Trimester. MR. MEANS.
   Systematic drill in the vocabulary, forms, and syntax of Attic Greek of the fifth and fourth centuries B.C.

3. *Xenopohon and Plato.* Spring 1944 Trimester. MR. MEANS.
   Readings in one book of the *Memorabilia* and a minor dialogue.
   Prerequisite *Greek* 1-2, or its equivalent.

4. *Homer.* Summer 1944 Trimester. MR. MEANS.
   A thorough study of the first books of one of the epics, with special emphasis upon dialect, meter, and proper nouns.
   Prerequisite: Course 3, or its equivalent.

[5. *Homer's Iliad.*] MR. MEANS.

[6. *Continuation of Course* 5.] MR. MEANS.

[7. *Homer's Odyssey.*] MR. SMITH.

[8. *Continuation of Course* 7.] MR. SMITH.

[9. *Æschylus, Euripides, and Thucydides.*] MR. SMITH.

[10. *Aristophanes, Sophocles, and Lysias.*] MR. MEANS.

[11. *Herodotus, Lucian, and Theocritus.*] MR. MEANS.

[12. *Demosthenes, Polybius, and Pindar.*] MR. SMITH.

[13. *Plato's Republic.*] MR. SMITH.

[14. *Continuation of Course* 13.] MR. SMITH.

100. See Note on page 48.

History

PROFESSORS KIRKLAND AND SMITH, AND ASSOCIATE PROFESSORS KENDRICK AND HELMREICH

1. *History of Europe from the Fall of the Roman Empire to the Reformation.* Fall 1943, and Fall 1944 Trimesters. MR. HELMREICH.

2. *History of Europe from the Reformation to the World War.* Spring 1944 Trimester. MR. HELMREICH.
   A survey of the chief political, economic, and intellectual developments of European society; the heritage of classical antiquity, the expansion of Church and Empire, the Reformation; the growth of Nationalism and the Modern State, together with the evolution of present-day political and social systems.

[3. *Europe in the Middle Ages.*]

[4. *Continuation of Course* 3.]

[5. *History of Europe from* 1500 *to* 1789.] Mr. Kendrick.

[6. *History of Europe from* 1789 *to* 1815.] Mr. Kendrick.

[7. *History of England to the end of the Tudors.*]

8. *History of England since* 1603. Fall 1944 Trimester. Mr. Kendrick.

A survey of English history from the close of the reign of Elizabeth to the present time.

9. *History of Europe from* 1815 *to* 1871. Fall 1943 Trimester. Mr. Kendrick.

10. *History of Europe since* 1871. Spring 1944 Trimester. Mr. Kendrick.

A survey of the principal causes and developments leading to existing conditions in Europe and to the expansion of European influence into Asia and Africa.

11. *History of the United States from* 1783 *to* 1860. Spring and Fall 1944 Trimesters. Mr. Kirkland.

12. *History of the United States from* 1860 *to* 1930. Fall 1943, and Summer 1944 Trimesters. Mr. Kirkland.

Political history, with emphasis upon the fundamental factors—class interests and sectional alignments—that underlie it; collateral study of economic and social developments.

[13. *Political Thought and Political Institutions. From the Greek City State to the Reformation.*]

[14. *The Origin and Development of Recent Political Thought.*]

15. *Recent European History.* Summer 1944 Trimester. Mr. Kendrick.

A study of the immediate origins of the First World War, the peace settlement, and the present War.

[17. *Economic and Social History of the United States from the Revolution to* 1850.] Mr. Kirkland.

[18. *Economic and Social History of the United States from* 1850 *to the Present Time.*] Mr. Kirkland.

[19. *History of Greece.*] Mr. Smith.

[20. *Continuation of Course* 19.] Mr. Smith.

[21. *History of Rome.*] Mr. Smith.

[22. *Continuation of Course* 21.] Mr. Smith.

Note. Courses 19-20 and 21-22, elective with the consent of the instructor, are urgently recommended for students majoring in either Greek or Latin.

100. See Note on page 48.

Hygiene and Physical Education

Hygiene

Dr. Johnson

Hygiene. Fall 1943 Trimester, and Spring, Summer, and Fall 1944 Trimesters.

Lectures on human anatomy, physiology, and personal hygiene.

For the duration of the war, this course will be given informally in a series of illustrated lectures. Hours to be announced.

Required of Freshmen.

Physical Education

Messrs. Morrell, Magee, Miller, Walsh, and Mahoney

Physical Education. Fall 1943 Trimester, and Spring, Summer, and Fall 1944 Trimesters.

Under the direction of the College Physician, each student receives a medical and physical examination. Students with defects in posture are assigned to a special corrective class.

All students are required to take part in a supervised sport, or to attend classes in Physical Education.

Italian

Professor Brown

1. *Elementary Italian.* Fall 1943, and Fall 1944 Trimesters.

2. *Continuation of Course* 1. Spring 1944 Trimester.

Training in grammar, composition, and reading of simple texts.

[3. *Dante.*]

Study of the *Vita Nuova;* selections from the *Divine Comedy.*

[4. *Petrarch and Boccaccio.*]

Selections from the Sonnets and from the *Decameron.*

100. See Note on page 48.

Latin

DEAN NIXON, AND PROFESSORS MEANS AND SMITH

A. *Ovid.* Fall 1943 Trimester. MR. MEANS.
Readings in the *Metamorphoses* (about 2500 lines). Lectures on the life and works; study and practice in the dactylic hexameter as a written form.

B. *Virgil.* Spring 1944 Trimester. MR. MEANS.
Readings in the three major works, the equivalent of three books of the *Aeneid,* with a cursory synopsis of the latter. Study and practice in the dactylic hexameter as a spoken form.

1. *Selections from Latin Prose.* Fall 1943, and Summer and Fall 1944 Trimesters. DEAN NIXON.

2. *Horace, Plautus, Terence.* Spring and Summer 1944 Trimesters. DEAN NIXON.

3. *Latin Comedy.* Fall 1943, and Fall 1944 Trimesters. DEAN NIXON.
Most of the plays of Plautus and Terence are read in the original and in translation, with special attention to dramatic construction and presentation.
Prerequisite: *Latin* 1, 2.

4. *Latin Satire and Epigram.* Spring 1944 Trimester. DEAN NIXON.
Selections from Juvenal and Martial, with special study of social life in the early Roman Empire.
Prerequisite: *Latin* 1, 2.

[6. *Latin of the Empire and the Middle Ages.*] DEAN NIXON.
Prerequisite: *Latin* 1, 2.

[7. *Selected Latin Authors.*] MR. SMITH.

[8. *Tacitus.*] MR. SMITH.

9. *Lucretius.* Fall 1943 Trimester. MR. SMITH.
Prerequisite: *Latin* 1, 2, and 3 or 4.

10. *Horace.* Spring 1944 Trimester. MR. SMITH.
Prerequisite: *Latin* 1, 2, and 3 or 4.

[11. *Latin Prose Composition.*] MR. SMITH.

[12. *Latin Literature.*] MR. SMITH.

Mathematics

Professors Hammond and Holmes, Associate Professor Korgen, and Messrs. Chittim and Cobb

*A. *Plane and Spherical Trigonometry.* Fall 1943, and Spring, Summer (first term), and Fall 1944 Trimesters. Messrs. Holmes, Chittim, and Cobb.

*1. *Analytic Geometry and Calculus.* Fall 1943, and Spring, Summer, and Fall 1944 Trimesters. Messrs. Korgen, Chittim, and Cobb.

Mathematics A and 1 satisfy the curricular requirement for Freshmen who do not present trigonometry for admission.

2. *Continuation of Course* 1. Spring and Summer (second term) 1944 Trimesters. Messrs. Hammond, Chittim, and Cobb.

Elements of Analytic Geometry and of Differential and Integral Calculus.

Mathematics 1 and 2 satisfy the curricular requirement for Freshmen who present trigonometry for admission.

3. *Analytic Geometry and Calculus.* Fall 1943, and Summer (first term) and Fall 1944 Trimesters. Messrs. Hammond and Chittim.

4. *Continuation of Course* 3. Spring and Summer (second term) 1944 Trimesters. Messrs. Hammond and Chittim.

More complete treatment of calculus than *Mathematics* 1 and 2, including further applications; three-dimensional analytic geometry; elementary differential equations.

Prerequisite: *Mathematics* 1, 2.

5. *Advanced Calculus.* Fall 1943, and Fall 1944 Trimesters. Messrs. Holmes and Korgen.

6. *Continuation of Course* 5. Spring 1944 Trimester. Messrs. Holmes and Korgen.

Partial differentiation and multiple integration; Taylor's, Maclaurin's, and Fourier's series; differential equations.

Prerequisite: *Mathematics* 3, 4.

7. *Mathematical Analysis.* Fall 1943 Trimester. Mr. Holmes.

8. *Continuation of Course* 7. Spring 1944 Trimester. Mr. Holmes.

The material of the course is selected from such topics as the logical foundations of the calculus, functions of a complex variable, elliptic integrals, and calculus of variations.

Prerequisite: *Mathematics* 5, 6, or with the consent of the instructor.

9. *Analytic Geometry.* Fall 1944 Trimester. MR. HAMMOND.

10. *Continuation of Course* 9. Spring 1945 Trimester. MR. HAMMOND.

Homogeneous coördinates, metric and projective treatment of conics and quadrics, general theory of curves, including Plücker's equations, cubic curves, vector methods.

Prerequisite: *Mathematics* 5, 6, or with the consent of the instructor.

11. *Algebra.* Fall 1943, and Fall 1944 Trimesters. MESSRS. KORGEN, AND CHITTIM.

Determinants, theory of equations, probability, topics from mathematical statistics.

Prerequisite: *Mathematics* 1.

13. *Modern Synthetic Geometry.* Fall 1944 Trimester. MR. HAMMOND.

14. *Continuation of Course* 13. Spring 1945 Trimester. MR. HAMMOND.

Properties of triangles and circles, homothetic transformations, the nine-point circle, Simson line, harmonic section, Menelaus's and Ceva's theorems.

Philosophy 8 should be considered by advanced students in Mathematics.

Music

PROFESSOR TILLOTSON

1. *Musical Literature.* Fall 1943 Trimester.

2. *Continuation of Course* 1. Spring 1944 Trimester.

A survey of music and its history from plain-song to modernism of the twentieth century. Emphasis is placed upon training in the ability to hear music intelligently, to analyze its principal style and characteristics, and to recognize its content and forms. No previous training in music is required.

3. *Fundamentals of Musicianship and Elementary Harmony.* Fall 1943 Trimester.

4. *Continuation of Course* 3. Spring 1944 Trimester.

A technical and practical course, leading to further studies

in harmony and counterpoint. Emphasis is placed upon the materials of music, rhythm, tonalities, form, etc. Ear-training forms an integral part of the course.

[5. *Harmony.*]

[6. *Continuation of Course* 5.]
A sequel to Courses 3 and 4. A study of the structure and the treatment of chords and their voice movements with respect to the practice of composers of the eighteenth and nineteenth centuries. Four-part writings for voices and instruments from root position triads through inversions, sevenths, and altered chords. Harmonization of given melodies, harmonic analysis, and elementary composition.

[7. *Counterpoint.*]

[8. *Continuation of Course* 7.]
A study of the Gregorian Chant. Five species of modal counterpoint through three-part writing (textbook by Jeppesen). Analysis and imitative writing of the composers of the sixteenth century. Examination of the twelve-tone system of counterpoint of the twentieth century.

[9. *Individual Problems.*]

[10. *Continuation of Course* 9.]
This course is designed to provide a more thorough acquaintance with topics not treated comprehensively in other courses offered by the department. The problems studied will be selected to meet the needs of individual students.

100. See Note on page 48.

Philosophy

PROFESSOR MASON

1. *History of Ancient Philosophy.* Spring and Fall 1944 Trimesters.
An introduction to philosophy, based on study of the history of ancient philosophy, with special attention to Plato and Aristotle.

2. *History of Modern Philosophy.* Fall 1943, and Summer (first term) 1944 Trimesters.
An introduction to modern philosophy; study of Descartes, Spinoza, Leibnitz, Locke, Berkeley, Hume, and Kant, as well as some of the post-Kantian schools.

3. *Metaphysics.* Fall 1944 Trimester.
A systematic study of general theoretical philosophy. The fundamental principles of the problems of knowledge, truth, reality, nature, mind, etc., with a critical examination of such types of thought as empiricism, rationalism, criticism, intuitionism, materialism, realism, and idealism.
Prerequisite: *Philosophy* 1 or 2.

[4A. *Advanced History of Philosophy.*]
Special study of Plato, and possibly of another ancient thinker.
Prerequisite: *Philosophy* 1 or 2.

4B. *Advanced History of Philosophy.* Spring 1944 Trimester.
Special study of Kant, and possibly of another thinker.
Prerequisite: *Philosophy* 2.

[5. *Present Movements in Philosophy.*]
A study of the sources and applications of the main movements of modern philosophy. Careful analysis of the works of Haeckel, Russell, Bergson, James, Royce, Bradley, and others.
Prerequisite: *Philosophy* 1 or 2.

6. *Ethics.* Fall 1943 Trimester.
A systematic study of the theory of morals. Interpretations by the various schools of ethical thought, including the views of Plato, Aristotle, Kant, Hobbes, Mill, Green, and others.
Prerequisite: *Philosophy* 1 or 2, or concurrently with *Philosophy* 2.

[7. *Logic and the Philosophy of Science.*]
An introductory study of logical theory and technique, of scientific method, and of the philosophical background of natural science.
Prerequisite: *Philosophy* 1 or 2.

[8. *Theory of Systems.*]
A study of symbolic logic and of a group of related topics from the theory of postulates and from the general theory of language, as a basis either for consideration of new mathematical techniques or for an introduction to recent investigations in semantics (the science of meaning).

[9. *Aesthetics.*]
A philosophical study of the aesthetic experience, from the historical point of view. The theories of Plato, Aristotle, Kant, Croce, Santayana, and their schools.
Prerequisite: *Philosophy* 1 or 2.

[10. *Philosophical Aspects of Literature.*]
An examination of the emotional and mental "atmospheres" which determine the growth of literature and philosophy.
Prerequisite: *Philosophy* 1 or 2, or concurrently with *Philosophy* 2.

100. See Note on page 48.

Physics

Assistant Professor Jeppesen, Dr. Christie, and Mr. Todd

*1. *General Physics.* Fall 1943, and Summer and Fall 1944 Trimesters.

2. *Continuation of Course* 1. Spring and Summer 1944 Trimesters. Messrs. Christie and Todd.
An introduction to the whole field of general physics, with laboratory work.

3. *Mechanics.* Fall 1943, and Fall 1944 Trimesters.

4. *Mechanics and Heat — Continuation of Course* 3. Spring 1944 Trimester. Mr. Christie.
An introduction to the statics and dynamics of particles and rigid bodies, formulated in terms of elementary vector analysis. Applications to acoustics. Principles of heat and thermodynamics.
Prerequisite: *Mathematics* 2.

5. *Electricity and Magnetism.* Summer 1944 Trimester.

6. *Continuation of Course* 5. Summer 1944 Trimester.
An exposition of fundamental principles, supplemented by problems and laboratory measurements.
Prerequisite: *Physics* 3, 4, and *Mathematics* 3, 4.

7. *Light.* Fall 1943 Trimester.

8. *Continuation of Course* 7. Spring 1944 Trimester. Mr. Jeppesen.
Geometrical optics, instruments, principles of physical optics, interference, diffraction, polarization.
Prerequisite: *Physics* 3, 4, and *Mathematics* 3, 4.

9. *Modern Physics.* Fall 1944 Trimester.
An elementary survey of twentieth-century physics, with emphasis on atomic structure.
Prerequisite: *Physics* 1-2.

11. *Special Laboratory or Theoretical Studies.* Fall 1943 Trimester.

12. *Continuation of Course* 11. Spring 1944 Trimester.
Individual investigations under direction. If the investigations concern the teaching of Physics, this course satisfies certain of the requirements for the Maine State Teacher's Certificate.
Prerequisite: *Physics* 5, 6, 7, 8.

Psychology

PROFESSOR BURNETT

*1. *General Psychology.* Fall 1943, Summer and Fall 1944 Trimesters.

2. *Continuation of Course* 1. Spring and Summer 1944 Trimesters.
The facts and laws of conscious behavior, treated from the point of view of natural science. This course satisfies certain of the requirements for the Maine State Teacher's Certificate.

3. *Abnormal Psychology.* Fall 1943, and Fall 1944 Trimesters.
The facts of abnormal, conscious behavior are studied for the light these throw upon both the usual and borderland adjustments of ordinary life. Emphasis is placed upon the phenomena of insanity, hypnotism, hysteria, and multiple personality.
Prerequisite: *General Psychology* 1-2.

4. *Social Psychology.* Spring and Summer 1944 Trimesters.
A study of the effects of social conditions on conscious behavior.
Prerequisite: *General Psychology* 1-2.

100. See Note on page 48.

Religion

DR. RUSSELL

1. *Biblical Literature.* Fall 1943, and Summer and Fall 1944 Trimesters.

2. *Continuation of Course* 1. Spring and Summer 1944 Trimesters.
An examination of the religion and literature of the Old and New Testaments. This course is designed to acquaint the student with the Bible, and to analyze the development of its

religious insight. Lectures, collateral readings, and conferences.

[3. *History of Religions.*]

[4. *Continuation of Course* 3.]
An introduction to the history of religions. This course is designed to show the part which religion has played in the total culture of various peoples, and to examine critically the solutions which the world religions have offered to man's quest for spiritual certainty.

100. See Note on page 48.

Russian

PROFESSOR HAM

*1. *Elementary Russian.* Fall 1943, and Spring and Fall 1944 Trimesters.

2. *Continuation of Course* 1. Spring and Summer 1944 Trimesters.
Training in grammar, composition, and reading.

Spanish

ASSISTANT PROFESSOR LEITH

*1. *Elementary Spanish.* Fall 1943, and Summer and Fall 1944 Trimesters.

2. *Continuation of Course* 1. Spring and Fall 1944 Trimesters.
Training in grammar, composition, and reading of simple texts.

3. *Advanced Spanish.* Fall 1944 Trimester.

[4. *Continuation of Course* 3.]
Readings in Spanish prose and poetry; training in composition; a brief survey of Spanish literature.

100. See Note on page 48.

The Library

THE Library of Bowdoin College is housed in Hubbard Hall, a modern, fireproof structure, forming the southern end of the campus quadrangle. It possesses about 200,000 bound volumes and many thousands of pamphlets.

The main entrance hall contains the delivery desk and the card catalogue, which is arranged as both an author-title and subject catalogue. The printed catalogue cards of the Library of Congress are received and filed as issued, and this bibliographical implement of increasing value and service may be consulted by any investigator. Instruction in bibliography and in the use of the library is given all entering students. In the main entrance hall are held frequent exhibits of special interest in book making, the graphic arts, and the editions of authors of note.

Directly off the main entrance hall on the left is a spacious general reading room with seats for eighty readers, having on its shelves selected and standard works of reference and volumes reserved for use in connection with college courses. On the right of the entrance hall a corridor leads to the newspaper room, the art reference room, and the periodical room. The Library possesses many complete sets of American and foreign periodicals, and about three hundred and seventy-five titles are currently received by subscription and may be freely consulted in the periodical room. The collection of microfilms includes all of the periodicals printed in this country before 1800 and very full historical source material of the Southwest.

On the second floor, radiating from a central hall having on its walls the portraits of the donors of the building and those of the presidents of the College, are a general conference room, special seminar rooms, and rooms housing special collections. The Alumni Room at the east end constitutes a large and comfortable reading room and contains a wide selection of volumes for the recreational reading of undergraduates during leisure hours.

Special libraries in biology, chemistry, physics, and psychology are maintained in college buildings occupied by those departments, and are under the supervision of the College Librarian.

The private library of the Honorable James Bowdoin, numbering about two thousand items, many of them rare and important works of the eighteenth century, was received after his death in 1811 and has been preserved as a unit. In 1880 the extensive collec-

tions of the Peucinian and Athenæan Literary Societies were added. The Library has received many notable and considerable gifts in more recent times. The Carlyle Collection, the gift of Isaac Watson Dyer, of the Class of 1878, is rich in English and American editions of that author. The Longfellow Collection, occupying a special room on the second floor, is distinguished by the number of editions of the poems in many languages and by interesting Longfellow manuscripts and historical material. Housed in the upper tower room is the Abbott Collection, which has as its nucleus the personal library and manuscripts of Jacob Abbott and the works of other members of the Abbott family. The extensive Huguenot Collection is especially noteworthy for the number and quality of works contemporary with the early periods of Huguenot history. Worthy of special mention also are the growing Arctic Collection and the Maine Collection, with its many rare items dealing with Maine history and antiquities.

During term time, the Library is open week-days from 8.30 to 5.30, and from 6.45 to 10.30; Sundays from 2.00 to 4.25, and 6.45 to 10.30. In vacation it is open five hours daily, with the exception of Sundays and holidays.

Annual accessions, which average three thousand five hundred volumes, are made to the Library by means of an appropriation by the Boards for the purpose, and from a part of the proceeds of the following funds:

ALPHABETIC LIST OF FUNDS

Name (with date of foundation)		*Donor or source*	*Amount*
Achorn	(1932)	Edgar O. Achorn, 1881	
John Appleton, 1822	(1916)	Frederick H. Appleton, 1864	$10,052
Samuel H. Ayer, 1839	(1887)	Athenæan Society	1,019
Elias Bond, 1837	(1889)	Elias Bond, 1837	7,220
George S. Bowdoin	(1895)	George S. Bowdoin	1,040
Philip Henry Brown, 1851	(1901)	John Clifford Brown	2,039
Henry L. Chapman, 1866	(1893)	Frederic H. Gerrish, 1866	7,005
Class of 1875	(1918)	Class of 1875	1,663
Class of 1877	(1908)	Class of 1877	1,033
Class of 1882	(1908)	Class of 1882	2,345
Class of 1888	(1928)	Class of 1888	1,210
Class of 1890	(1908)	Class of 1890	1,019
Class of 1901	(1908)	Class of 1901	727

Name (with date of foundation)		*Donor or source*	*Amount*
Class of 1904	(1929)	Class of 1904	1,520
John L. Cutler, 1837	(1902)	John L. Cutler, 1837	1,019
Darlington	(1928)	Mrs. Sibyl H. Darlington	1,000
James Drummond, 1836	(1907)	Mrs. Drummond and daughter	3,045
Henry Crosby Emery, 1892	(1926)	Class of 1899	2,000
Francis Fessenden	(1934)	John Hubbard	10,000
John O. Fiske, 1837	(1910)	John O. Fiske, 1837	1,019
Melville W. Fuller	(1938)	Mrs. Hugh Wallace	25,000
General Fund		Several persons	2,477
Hakluyt	(1875)	Robert Waterston	1,100
Louis C. Hatch, 1895	(1932)	Louis C. Hatch, 1895	
Samuel Wesley Hatch	(1928)	Laura A. Hatch	1,000
Charles T. Hawes, 1876	(1940)	Mrs. Hawes	2,500
Holbrook	(1940)	George A. Holbrook, 1877	2,000
Thomas Hubbard	(1922)	His sisters and brother	3,306
Thomas H. Hubbard, 1857	(1908)	Thomas H. Hubbard, 1857	106,267
Lufkin	(1931)	Solon B. Lufkin	500
Frank J. Lynde, 1877	(1918)	George S. Lynde	1,486
William C. Merryman, 1882	(1942)	Mrs. Merryman	1,000
Edward S. Morse	(1926)	Edward S. Morse	1,000
Alpheus S. Packard, 1816	(1890)	Sale of publications	500
William A. Packard, 1851	(1910)	William A. Packard, 1851	5,000
John Patten	(1882)	John Patten	500
Lewis Pierce, 1852	(1926)	Henry Hill Pierce, 1896	32,009
Joseph Sherman, 1826, and Thomas Sherman, 1828	(1882)	Mrs. John C. Dodge	2,208
Jonathan L. Sibley	(1881)	Jonathan L. Sibley	7,093
Smyth	(1876)	Henry J. Furber, 1861	
Edward Stanwood, 1861	(1925)	Edward Stanwood, 1861	1,270
Joseph Walker	(1896)	Joseph Walker	5,350
Robert W. Wood, 1832	(1890)	Robert W. Wood, 1832	1,000
		Total	$257,541

TERMS OF FOUNDATION AND USE

The terms of foundation and restrictions as to the use of the income of the foregoing funds may be found in the Annual Catalogue of Bowdoin College for 1941-1942.

Since 1933 the income of the John Hubbard fund, which now amounts to $429,999, has been appropriated by the Boards for the uses of the Library.

The Fine Arts

ART COLLECTIONS

THE Walker Art Building was presented to the College by the Misses Walker, of Waltham, Massachusetts, as a memorial to their uncle, Theophilus Wheeler Walker, of Boston, a cousin of President Woods. Designed in 1892 by Messrs. McKim, Mead, and White, the building, in simple Renaissance style, is one of the finest of its kind in the country, and houses certain collections which are preëminent of their type. The best known is the collection of portraits bequeathed by James Bowdoin, the first benefactor of the College, in 1811, with a matchless group of Colonial paintings by Robert Feke, and two famous likenesses of Presidents Madison and Jefferson by Gilbert Stuart. James Bowdoin also left to the College a group of drawings, including a masterpiece by Pieter Brueghel. Edward P. Warren gave a collection of antiquities which is widely known, and Dr. Henry B. Haskell, Med. '55, provided the set of magnificent Assyrian reliefs which decorate Sculpture Hall. Also in Sculpture Hall are four celebrated tympana murals by Cox, La Farge, Vedder, and Thayer. The Baxter Collection of watches is a popular favorite, as is also the notable group of Chinese ceramics given by former Governor and Mrs. William Tudor Gardiner. In addition, there are paintings by such masters as Winslow Homer and Eastman Johnson, and displays of very fine European and American silver, given mostly by James Potter Kling and Mrs. Albert E. Davies. These are but a selection of the items in the permanent collections available for enjoyment and study.

The Museum also aims at providing a wider service to the College and community by supplementing its possessions with loan exhibitions. During the past four years five old masterpieces by Cuyp, Hals, Gainsborough, Rembrandt, and Hogarth have been on loan from the late Sir Harry Oakes and Lady Oakes. Modern painters have also been displayed in a series of monthly exhibitions. In addition, the Student Loan Collection enables students and faculty to rent at a nominal sum the finest color reproductions available; this collection of framed examples of old and modern masters now numbers nearly a thousand pictures. The Museum also takes pride in one of the finest collections of color slides owned by any American institution.

The enrolment, during recent years especially, in courses in

European and American art, ancient and modern, and in creative craftsmanship, is a gratifying reflection of increased interest in the artistic offerings of the College, both in instruction and resources.

DRAMA AND STAGECRAFT

Like many other extra-curricular activities at Bowdoin, work in the theatrical arts originated in the fraternities. As early as the 1870's, fraternity records tell of burlesques of Shakespeare, but except for the brief experiment of a group called "The Dorics" in the late '70's, no college organization sponsored dramatics until 1903. In that year a group of students interested in acting, under the leadership of James A. Bartlett '06, organized the Bowdoin Dramatic Club, and first appeared in the spring in a distinguished performance of *She Stoops to Conquer,* under the direction of G. A. Huse, a professional actor. During the next six years the club averaged two productions a year, some of which were toured throughout the State. In 1909, during the presidency of Harry B. MacLaughlin '10, the club changed its name to The Masque and Gown.

In 1912 the club engaged Mrs. Arthur F. Brown to direct an outdoor Shakespearean performance in connection with the Commencement festivities. The Commencement Play has ever since been presented annually except in the war year of 1917. Seventeen of Shakespeare's plays have been shown, one of them as many as five times. The College owes a debt of gratitude to Mrs. Brown, whose acting versions of Shakespeare were as well planned as her direction was meticulous.

In the late '20's, with the demise of touring, a considerable interest in production developed. Largely because of the desires of scene designers and electricians, a movment for a Little Theatre was started, and part of the proceeds of all performances was put in a building fund. Ultimately, the executive committee placed the money in the savings bank and shifted its financial policy to bring The Masque and Gown under the Blanket Tax. The desire for a Little Theatre has increased steadily, and since 1933 the annual President's Reports have urged the need for such a building.

Meanwhile the organization of what production work is possible under present conditions has been improved. In the year before Pearl Harbor a third of the one hundred and twenty-three students who signed for work with The Masque and Gown wished to be stage managers, scene designers, carpenters, painters, electricians, or property men. By planning carefully, the production manager

spreads the assignments so that each may do the work he prefers, and no one is overworked. Only because of the continued interest of these production workers has The Masque and Gown been able to increase its output from an average of two plays a year to an average, in the past five years, of five plays, many of which have been repeated or have toured off campus.

Perhaps the most significant activity of the club in recent years has been its encouragement of play writing. For eleven years, in annual one-act play contests, student-written plays have been produced for prizes of $25 and $15. Winners of these contests have later written full-length plays, six of which have been produced on campus. One of these was played professionally in New York after the Bowdoin try-out. Another is regularly used by a professional repertory company.

Until a theatre is available it is unlikely that courses in play writing or the history of the theatre arts will be offered by the College. However, interest in extra-curricular dramatics has been strong enough for the College to recognize the needs, and in 1935 a professional director was appointed to the faculty as Director of Dramatics. He acts as advisor and coördinator to the student executive committee, which still controls the policies of the club. Since the outbreak of the war, the coöperation of the community has been sought more and more, but the club still belongs to and is run by the student members. The record shows them capable of interesting and imaginative work as playwrights, actors, and stage technicians.

MUSIC

Musical activity at the College has increased phenomenally during the past few years. Just before the war, the sixty-man Glee Club had annual concert tours, with programs at Jordan Hall, Boston, and Town Hall, New York. An Interfraternity Singing Contest was a most popular recent development, involving the entire student body. Each Sunday the trained Chapel Choir renders early a cappella music.

In community service, the Mixed Choral Society, open to all undergraduates, comprises campus army students, faculty, and townspeople, and gives regular concerts. Fortnightly concerts of the finest recorded music are furnished, through the Simpson Memorial Sound System, in the Moulton Union.

Regular features, sponsored by the Department of Music, include monthly undergraduate student recitals, an annual program

of Burns's songs, piano recitals by Professor Tillotson, and special musical Chapel services.

In more normal times the Department was—and will again be—active in training a College double quartet, a string orchestra, and a concert band. Meanwhile the community concert course of six recitals, including the Curtis String Quartet, is continued, and opportunity is provided, with special rooms available, for private instrumental or voice study, at reasonable fees.

Lectureships and Institutes

THE regular instruction of the College is supplemented each year by a series of ten or twelve major lectures, in addition to occasional lectures and panel discussions sponsored by the various departments of study and undergraduate campus organizations. A notable adjunct to the intellectual life of the entire college community is the series of Institutes which brings to Bowdoin every two years eight or ten distinguished authorities in Art, Literature, Music, Public Affairs, or Science.

LECTURESHIPS

ANNIE TALBOT COLE LECTURESHIP. This lectureship was founded in 1906 with a gift of $4,750 by Mrs. Calista S. Mayhew, of South Orange, New Jersey, in memory of her niece, Mrs. Samuel Valentine Cole. According to the terms of the gift, this lectureship was established to contribute "to the ennoblement and enrichment of life by standing for the idea that life is a glad opportunity. It shall, therefore, exhibit and endeavor to make attractive, the highest ideals of character and conduct, and also, in so far as possible, foster an appreciation of the beautiful as revealed through nature, poetry, music, and the fine arts."

FULLER MEMORIAL FUND. This fund of $3,821 was founded in 1911 in memory of Benjamin Apthorp Gould Fuller, A.M., of the Class of 1839, and provides for instruction in the broadest aspects of Social Hygiene.

MAYHEW LECTURE FUND. This lectureship was founded in 1923 by Mrs. Calista Mayhew. The income from the bequest of $5,000 is used to provide lectures on bird life and its effect on forestry.

JOHN WARREN ACHORN LECTURESHIP. This lectureship was established in 1928 by Mrs. John Warren Achorn, as a memorial to her husband, a member of the Class of 1879. The income from the fund of $2,500 is used for lectures on birds and bird life.

TALLMAN LECTURE FUND. This fund of $100,000 was given by Frank G. Tallman, A.M., of Wilmington, Delaware, in 1928, as a memorial to the Bowdoin members of his family. The income is "to be expended annually upon a series of lectures to be delivered by men selected by the Faculty either in this country or abroad." In

addition to offering a course for undergraduates, the Visiting Professors on the Tallman Foundation give a series of public lectures on the subjects of their special interest.

VISITING PROFESSORS ON THE TALLMAN FOUNDATION: 1928-1943

Alban Gregory Widgery, A.M., *Lecturer on the Philosophy of Religion in the University of Cambridge. Visiting Professor of the Philosophy of Religion on the Tallman Foundation,* 1928-1929.

Charles Gaston Eugène Marie Bruneau, Docteur ès-lettres, *Professor of Romance Languages and Literature in the University of Nancy. Visiting Professor of French Literature on the Tallman Foundation,* 1929-1930.

Enrico Bompiani, Dottore in Mathematica, *Professor of Mathematics in the University of Rome. Visiting Professor of Mathematics on the Tallman Foundation,* 1930-1931.

Maurice Roy Ridley, A.M., L.H.D., *Fellow and Tutor of Balliol College, University of Oxford. Visiting Professor of English Literature on the Tallman Foundation,* 1931-1932.

Donald Baxter MacMillan, Sc.D. *Visiting Professor of Anthropology on the Tallman Foundation,* 1932-1933.

Stanley Casson, A.M., *Fellow of New College and Reader in Classical Archaeology in the University of Oxford. Visiting Professor of Classical Archaeology on the Tallman Foundation,* 1933-1934.

Herbert von Beckerath, Doctor Rerum Politicarum, *Professor of Political Economy in the University of Bonn. Visiting Professor of Economics on the Tallman Foundation,* 1934-1935.

Arthur Haas, Ph.D., *Professor of Physics in the University of Vienna. Visiting Professor of Physics on the Tallman Foundation,* 1935-1936.

Wilder Dwight Bancroft, Ph.D., Sc.D., *Professor of Physical Chemistry at Cornell University. Professor of Chemistry on the Tallman Foundation,* 1936-1937.

Robert Henry Lightfoot, A.M., D.D., *Ireland Professor of Exegesis in the University of Oxford and Fellow of New College, University of Oxford. Visiting Professor of Biblical Literature on the Tallman Foundation,* 1937-1938.

Frederick Chesney Horwood, A.M., *Tutor and Lecturer in English Language and Literature in St. Catherine's Society in the University of Oxford. Lecturer in English Literature on the Tallman Foundation,* 1938-1939.

Moritz Julius Bonn, Dr. d. Staatswiss., *Lecturer in the London School of Economics. Visiting Professor of Economics on the Tallman Foundation,* 1939-1940.

Ernesto Montenegro, *Lecturer in the National University of Chile. Lecturer on Latin-American Relations on the Tallman Foundation,* 1940-1941.

Edgar Wardwell McInnis, A.M., *Associate Professor of History in the University of Toronto. Visiting Professor of Canadian History on the Tallman Foundation,* 1941-1942.

Yung-Ching Yang, LL.D., *President of Soochow University. Visiting Professor of Chinese Civilization on the Tallman Foundation,* 1942-1943.

THE INSTITUTES

The Institutes on subjects of broad, general interest have been sponsored by the College biennially from 1923 to 1941. The method of conducting these Institutes is to bring to Brunswick ten lecturers, each a distinguished authority in his field, for public lectures and round-table conferences. Although the lectures attract state-wide audiences, the conferences are given solely for undergraduates. Thus, every student, during his college course, has an opportunity not only to hear twenty notable authorities, but to participate in round-table discussions with those in whose subjects he is most interested. The series, which will be resumed after the war, includes the following subjects:

Modern History (1923)
Modern Literature (1925)
The Fine Arts (1927)
The Social Sciences (1929)
The Natural Sciences (1931)
Modern Literature (1933)
Politics (1935)
Philosophy (1937)
Music (1939)
Human Geography (1941)

Religious Exercises: Services are held each week-day at 12:10 a.m. in the College Chapel, and vesper services are held on Sundays at 5 o'clock. All students, unless excused by authority of the Dean, are required to be present. From time to time during the year, prominent clergymen of various denominations come to Brunswick to preach at the College.

SUNDAY CHAPEL SPEAKERS: 1943

Powel Mills Dawley, Ph.D., Dean of the Cathedral Church of Saint Luke, Portland.

Ralph Douglas Hyslop, B.D., Director of College Work for the Congregational Christian Churches.

Emerson Hugh Lalone, D.D., Universalist Publishing House, Boston.

Frederick Mayer Meek, D.D., All Souls' Church (Congregational), Bangor.

John Frye Stearns, B.D., M.A., High Street Congregational Church, Auburn.

Robert Haddow Beaven, B.D., M.Litt., First Baptist Church, Waterville.

Rayborn Lindley Zerby, Ph.D., Professor of Religion, Bates College.

Arthur Darby Nock, LL.D., Frothingham Professor of the History of Religion, Harvard University.

Joseph Olaf Purdue, S.T.B., Winter Street Congregational Church, Bath.

Amos Niven Wilder, B.D., Ph.D., D.D., Norris Professor of Biblical Interpretation, Andover Newton Theological School.

Cornelius Edwards Clark, L.H.D., Woodfords Congregational Church, Portland.

George Ernest Lynch, Jr., B.D., First Parish Church (Unitarian), Portland.

Chauncey William Goodrich, D.D., Brunswick.

Edward Williams Eames, M.A., Headmaster of Governor Dummer Academy.

George Norton Northrop, M.A., Headmaster of the Roxbury Latin School.

Robert Dunn, B.D., Saint John's Church (Protestant Episcopal), Portsmouth.

Albert Daniel Stauffacher, B.D., Minister of the Missions Council of the Congregational Christian Churches.

John Edgar Park, D.D., LL.D., President of Wheaton College.

Clifton Daggett Gray, Ph.D., LL.D., L.H.D., President of Bates College.

George Leslie Cadigan, B.A., Grace Church (Protestant Episcopal), Salem, Massachusetts.

Student Life and Activities

FOR the first time since 1917-1918, Bowdoin undergraduates will be outnumbered on the campus and in the classrooms by men wearing the uniforms of the Army and Navy. Although civilian students will be a minority, they will constitute an important and integral part of the College. Recognizing that their presence, even for a limited time, will maintain the continuity of the College, President Sills has promised that Bowdoin will devote to these men especial attention and care.

The most tangible evidence of this care will be found in the admirable physical equipment of the College: library, laboratories, museum, dormitories, social center, infirmary, gymnasium, swimming pool, and playing fields. Less tangible, but more important, are the spiritual and intellectual resources of Bowdoin which will continue to be dedicated in time of war as well as in time of peace, to the ideal of a liberal education.

The exigencies of war will not be permitted to curtail Bowdoin's program in the humanities. Undergraduates, no matter how few in number, will be able to study languages, literature, philosophy, art, music, history, government, and economics. These subjects help to develop those qualities of intellectual poise, understanding, and imagination which are always essential for effective leadership; they provide intellectual interests varied enough to conquer many of the discouragements of military life; and, when the war is over, they will aid in intelligent participation in the work of peace and reconstruction.

Living and Dining Accommodations: The care of the College will extend to the living and dining accommodations of the student body. Students entering Bowdoin as Freshmen will live and dine together in a dormitory reserved for them or in several of the chapter houses which have become a part of the dormitory system. These attractive quarters for the exclusive use of civilian students will help to encourage the generous friendships and to promote the valuable give-and-take of opinion which form so enduring an element in college life.

The Moulton Union: The Union will continue to be the social center of the entire College; it provides a spacious home on the campus for all undergraduates, service men, members of the faculty, and guests. Although the meteorological unit of the Army Air

Force will be the only group to have regular meals in the Union dining room, a student canteen will be open (except at meal hours) for late breakfasts and for afternoon and evening snacks.

The hospitable Union lounge is available from 6:30 A.M. to midnight every day for leisure-time enjoyment. A generous number of newspapers and magazines are kept there for the use of the student. This room is the scene of a great variety of college gatherings: smokers, lectures, recitals, and dances. No charge of any kind is made for the use of the pool, billiard, and ping-pong tables in the game rooms. The third floor contains several pleasant conference rooms for undergraduate activities. The facilities of the Union resemble those of a club in which there are daily opportunities for new students to meet and form friendships with other students, faculty members, and men in the army and naval units. The donor's wish to provide a place where the fire of friendship may be kindled and kept burning has been amply realized.

FRATERNITIES: The Greek-letter fraternities first appeared on the Bowdoin campus in 1841. A century ago their functions were purely literary and social, but with the passing years they have become more and more an integral part of college life. In the early years, the meeting places of the fraternities were known only to their members. Later the members of the various chapters lived together in several of "the ends" of the college dormitories. A new era began in 1900 when two of the Greek-letter societies moved into houses of their own and took over the provision of living and dining facilities. Ordinarily, the upper-class members live "at the house," while all the members dine there.

As the impact of the war began to make itself felt on the College, it became increasingly apparent that the maintenance of fraternities would become more and more difficult. The fraternities themselves at once were ready to welcome a policy which would equalize the hardship and make it possible for all the chapters to continue. As a result, a "quota system" was inaugurated whereby the number of entering Freshmen which each house might pledge was limited in such a way that each fraternity would be guaranteed an opportunity to secure a minimum membership. As the Spring Trimester advanced, several houses combined their dining accommodations. With the end of the 1943 Spring Semester the fraternities ceased to provide board and rooms for their members. The societies are thus in about the same position they occupied a half century ago. The Greek-letter fraternities, however, are too much a part of the

Bowdoin tradition to die. The "quota system" is to be continued; each fraternity will be allowed to pledge only its proportionate share of each new group of Freshmen. In this way all the chapters should be able to maintain the continuity of membership and tradition necessary for their survival.

The survival of the fraternities is a matter of importance because, in the course of years, they have become so firmly built into the social structure of the College that it is difficult to imagine Bowdoin without them. Membership in a fraternity, or in the Thorndike Club, provides much more than an attractive eating club, agreeable companionship, occasional house-parties, and competition in interfraternity track meets. To many graduates, such membership has meant a valuable training in the care of material property and in the maintenance of good relations with the town and with the other groups, coöperation with the Dean and the faculty advisor in promoting scholarship and manly conduct among the younger brothers, and comradely association with alumni in the management of chapter affairs. At Bowdoin, loyalty to a fraternity has been found in practice to be an excellent means of developing loyalty to the College itself and to the larger interests which the College serves.

Undergraduate Activities: "Campus life as usual" like "education as usual" ended with the outbreak of the war. In a wartime college with its necessarily accelerated program, with its small civilian student body, and with few upper-classmen to provide counsel and leadership, it is inevitable that undergraduate activities should be curtailed. Responsible student leaders were quick to adjust their programs accordingly. Undergraduate activities, however, are a vital part of the tradition of a college of liberal arts. A modified program adapted to changed conditions, but consistent with the needs of a healthy campus life, will be maintained at Bowdoin.

The Student Council: The control of student life at Bowdoin is entrusted in the fullest possible measure to the students themselves. Undergraduate self-government is vested in the Student Council which makes recommendations about student affairs to the student body, and occasionally to the Faculty. Normally the Council is composed of ten members of the Senior Class and two members of the Junior Class, elected annually by the undergraduates. For the duration of the war, membership will be constituted

on a different basis of class representation. Members for the year 1943-1944 are:

Lloyd Robbins Knight, *President*
George Johnson Kern, *Vice-President*

Raymond Clifford Bourgeois
George Clayton Branche, Jr.
Malcolm Chamberlain
Frederick James Gregory
Thomas Robert Huleatt, Jr.
Ian MacInnes
Morton Fletcher Page
Alfred Morris Perry, Jr.
Philip Henry Philbin
Alfred Chandler Schmalz

The Board of Proctors: The maintenance of order in the dormitories and houses, and the responsibility for their proper care are delegated to a Board of Proctors chosen by the Dean and approved by the Faculty. The members for the year 1943-1944 are:

The Dean, *Chairman*

Peter Arthur Curran
Stanley Arthur Frederick, Jr.
Thomas Underwood Hall
Thomas Robert Huleatt, Jr.
George Johnson Kern
Lloyd Robbins Knight
Dana Anton Little
Philip Henry Philbin
Tom Mills Sawyer
Alfred Chandler Schmalz

The "Orient": The Bowdoin *Orient,* the college newspaper, proudly carried on through the hectic days of 1917-1918; its editors hope that it will be able to maintain its record of service through the present emergency. Opportunities for Freshmen have never been greater, and advancement on the staff will be rapid for those who possess a flair for journalism. Traditionally, Freshmen serve as "cub" reporters, but there will be opportunities for newcomers at the "news desk" and in the "press room." Students interested in the business management of the newspaper will also find equal opportunities for work and advancement.

Music and Radio: Bowdoin is fast becoming "a singing college." Although musical activities will be less highly organized than those which characterized the College in normal times, their spontaneity and informality will continue to add refreshment to the life of the community.

Through the facilities of Station WGAN in Portland, undergraduates present their own radio program, "Bowdoin-on-the-Air," every other Wednesday evening at 7:45 o'clock. Faculty and undergraduates have shared the task of participating in these broadcasts which have included dramatic skits, musical recitals, panel discus-

sions, and debates. This activity which is managed and directed by undergraduates is under the supervision of an expert teacher of public speaking with clinical training in speech. A recording machine is used for auditions and training. Opportunities are open for script writers, directors, and announcers.

The Masque and Gown: This college dramatic organization has for forty years provided undergraduates with opportunities to give practical expression to their interest in the theatre. Townspeople collaborate with the student members of Masque and Gown in many productions. The Executive Committee hopes to continue its policy of producing full-length and one-act plays written by students; the Committee also plans to use various experimental production techniques such as the "arena style" of presentation. Under the direction of an expert, the Masque and Gown offers many opportunities for those interested in play writing, scene design and construction, acting, and business management and publicity.

The Christian Association: The Bowdoin Christian Association is an undenominational organization, membership in which is open to every undergraduate for the purpose of helping students to find the place of religion in life. The Association conducts many lines of work, sponsors a Religious Forum, and often arranges informal conferences at which the undergraduates have opportunities to meet the college preachers on the Sunday evenings of their visits.

ATHLETICS

Athletics: One immediate result of the outbreak of the war was the emphasis given to physical fitness as an important objective of Bowdoin's wartime program. "Athletics as usual" were neither desired by the undergraduates nor advocated by the Director of Athletics and his staff.

Physical Fitness: Shortly after December 7, 1941, a comprehensive and intensive program was planned by the Department of Physical Education after consultation with officers of the various branches of the Armed Forces. Participation in this work was required of all students for one hour each day five times a week. The program seeks to develop physical stamina and body control by embodying the latest procedures used in the army camps and naval training stations.

The work avoids excesses of routine calisthenics by varying the activities from day to day; moreover, the Department believes its objectives of endurance, strength, and body control can best be realized if the program is integrated with recreational and combative sports. The stern demands of modern war have motivated the entire athletic program which will include swimming, combative sports, gymnastics, intra-mural, and perhaps some intercollegiate competition.

Swimming: The splendidly equipped Curtis Pool will continue to be used for training in military swimming, a vital part of the physical fitness program. This instruction follows rigidly the recommendations of the Army and Navy which place emphasis upon the techniques of underwater swimming, the ability to remain afloat for an indefinite period, to swim fully clothed, and to swim a considerable distance.

Students during the Summer Trimester may also swim to their hearts' content in the Atlantic Ocean. The College has again leased for the exclusive use of the undergraduates and their guests a strip of the coast at Simpson's Point within easy cycling or walking distance of the campus. This unsupervised and informal recreational opportunity contrasts with the carefully directed program offered in the Curtis Pool. Together they symbolize the two phases of Bowdoin athletic activity: the purely recreational, and the compulsory, physical-fitness program.

Intra-mural Athletics: The spacious playing fields of the College will be used in the Summer Trimester for a recreational program of intra-mural sports. Competition between dormitory, fraternity, class, and service groups will be scheduled in baseball, tennis, soccer, swimming, and golf. The Pickard Field House, which is admirably equipped with locker and shower-bath facilities as well as a comfortable lounge, will serve as a center for activities on Pickard Field. The resurgence of enthusiasm for intra-mural sports which characterized the Summer Trimester in 1943 will very likely be continued this year.

Intercollegiate Athletics: Although interest in intercollegiate athletics at Bowdoin remains a wholesome element in the life of the College, the increasing demands of the accelerated program will leave little time for elaborate schedules. The Department of Athletics hopes that competition among the four Maine colleges in basketball, tennis, baseball, and golf can be arranged.

Scholarships and Financial Aid

MORE than $30,000 is distributed annually in the form of scholarships to aid meritorious students of slender means. These awards are of three general kinds: (1) Prematriculation Scholarships for incoming Freshmen, (2) General Scholarships for members of all classes, and (3) Graduate Scholarships for students pursuing their studies in Medical Schools and in Graduate Schools of the Arts and Sciences.

PREMATRICULATION SCHOLARSHIPS: Bowdoin College offers many scholarships for incoming Freshmen. The *State of Maine Scholarships,* four competitive awards of five hundred dollars each, are offered annually to encourage students in the secondary schools of Maine to seek a college education. The *Bowdoin Scholarships,* five awards of four hundred and twenty-five dollars each, are offered to candidates for admission who reside outside the State of Maine. A number of *Alumni Fund Scholarships* with a basic stipend of three hundred dollars are also available. One-half of the stipend for any one of the above scholarships will ordinarily be paid at the beginning of each of the recipient's first two Trimesters. Candidates for admission who expect to remain only for the Summer Trimester should apply for scholarship aid if they are unable to meet the necessary expenses without assistance. Application should be made to Professor Edward S. Hammond, Director of Admissions, Bowdoin College, Brunswick, Maine.

GENERAL SCHOLARSHIPS: Awards are made at the beginning of each Trimester. Scholarships are *not* student honors, and should be sought only by students of good rank who cannot, unless so aided, meet the expenses of the college year.

Scholarships, which are awarded upon the basis of financial need and scholastic attainment, vary in amount from seventy-five to five hundred dollars. The average award for two Trimesters is approximately one hundred and seventy-five dollars. The Faculty Committee on Student Aid has formulated the following bases for awards: (1) Financial need determined by letters and interviews (2) the attainment of a rank equal to the minimum requirements for graduation, i.e., the applicant must have received a grade of "C" or better in at least half of his courses during the previous Trimester.

Graduate Scholarships: Description of the awards from the Garcelon and Merritt Fund for the study of Medicine; and the terms of award of the Everett, Longfellow, Moses, and O'Brien Scholarships for graduate study of the Arts and Sciences are to be found on pages 94-95 of this catalogue.

Prematriculation Scholarships

State of Maine Scholarships. To encourage students in the secondary schools of Maine to seek a college education, the College offers four competitive scholarships of $500 each. For the distribution of these awards, the State is divided into four districts and usually an award is made to a candidate from each district. Candidates for these scholarships must be residents of Maine and also must attend school in the State. Special examinations in English, in either Latin or Mathematics, and in general information are set by the College for this competition.

Bowdoin Scholarships. The College offers to candidates for admission who reside outside the State of Maine five scholarships of $425 each, providing for tuition and room rent for Freshman year. Candidates for these scholarships are selected on a fourfold basis comprising scholastic attainment as shown by the school record, performance on a scholastic aptitude test, qualities of leadership as shown by extra-curricular activities both in and outside school, and character and promise for future success as established by recommedations from school authorities and others.

Alumni Fund Scholarships. A certain part of the receipts of the Alumni Fund is set aside annually to provide scholarships for incoming Freshmen. The number and size of these scholarships and the selection of recipients is in the hands of a committee of which the Dean of the College, the Director of Admissions, and the Chairman of the Alumni Fund are members.

John Johnston Scholarships. The John Johnston Fund was established to provide scholarship aid to some able and worthy candidate, preferably from rural Maine, for whom a college education would be quite impossible without very considerable financial assistance. Awards from this fund are made by a committee composed of members of the Governing Boards of the College and the Director of Admissions.

Graduate Scholarships: Medicine

Garcelon and Merritt Fund. About $7,500 from the income of this fund, established in memory of Seward Garcelon, of the Medical Class of 1830, and Samuel Merritt, of the Medical Class of 1843, is appropriated annually for medical scholarships. The larger part of this amount is awarded to students pursuing their studies in medical schools, and the remainder may be assigned to students in the College who are taking premedical courses; but, in the discretion of the Trustees, all of the income available may be assigned to students in medical schools.

Applications for medical scholarships must be made upon blank forms furnished by the President of the College, and must be received by the President before December 1st.

Graduate Scholarships: Arts and Sciences

Charles Carroll Everett Scholarship. Certain real estate in Brunswick, converted into a fund amounting to $13,993, bequeathed by Miss Mildred Everett, to found a scholarship in memory of her father, Charles Carroll Everett, D.D., of the Class of 1850, the net income of which is given to that member of the graduating class of Bowdoin College whom the President and Trustees shall deem the best qualified to take a post-graduate course in either this or some other country. (1903)

Henry W. Longfellow Graduate Scholarship. A fund of $10,057 given by the daughters of Henry W. Longfellow, of the Class of 1825—Miss Alice M. Longfellow, Mrs. Edith L. Dana, and Mrs. Anne L. Thorpe—for a graduate scholarship "that would enable a student, after graduation, to pursue graduate work in some other college, or abroad if considered desirable; the work to be done in English, or general literature, and the field to be as large as possible—Belles Lettres in a wide sense. The student to be selected should be one not merely proficient in some specialty, or with high marks, but with real ability in the subject and capable of profiting by the advanced work, and of developing in the best way." (1907)

Galen C. Moses Graduate Scholarship. A fund of $5,000 bequeathed by Emma H. Moses, the income "to be awarded and paid to the student most proficient in any natural science during his undergraduate course, who shall actually pursue a post-graduate course in such science at any recognized college or university; said

income to be paid to such student for a period not exceeding three years, unless he sooner completes or abandons said post-graduate course." (1934)

O'Brien Graduate Scholarship. A fund of $20,000 given by Mrs. John Washburn, of Minneapolis, in memory of her uncles, John, William, Jeremiah, and Joseph O'Brien, for a "scholarship, preferably a graduate scholarship, for a student, or students, to be selected annually by the Faculty, who shall be deemed most suitable to profit by travel or advanced study, either in this country or abroad." (1937)

General Scholarships

The General Scholarships are derived from funds provided by many donors. Awards are made at the beginning of each Trimester by the Faculty Committee on Student Aid which is presided over by the President of the College.

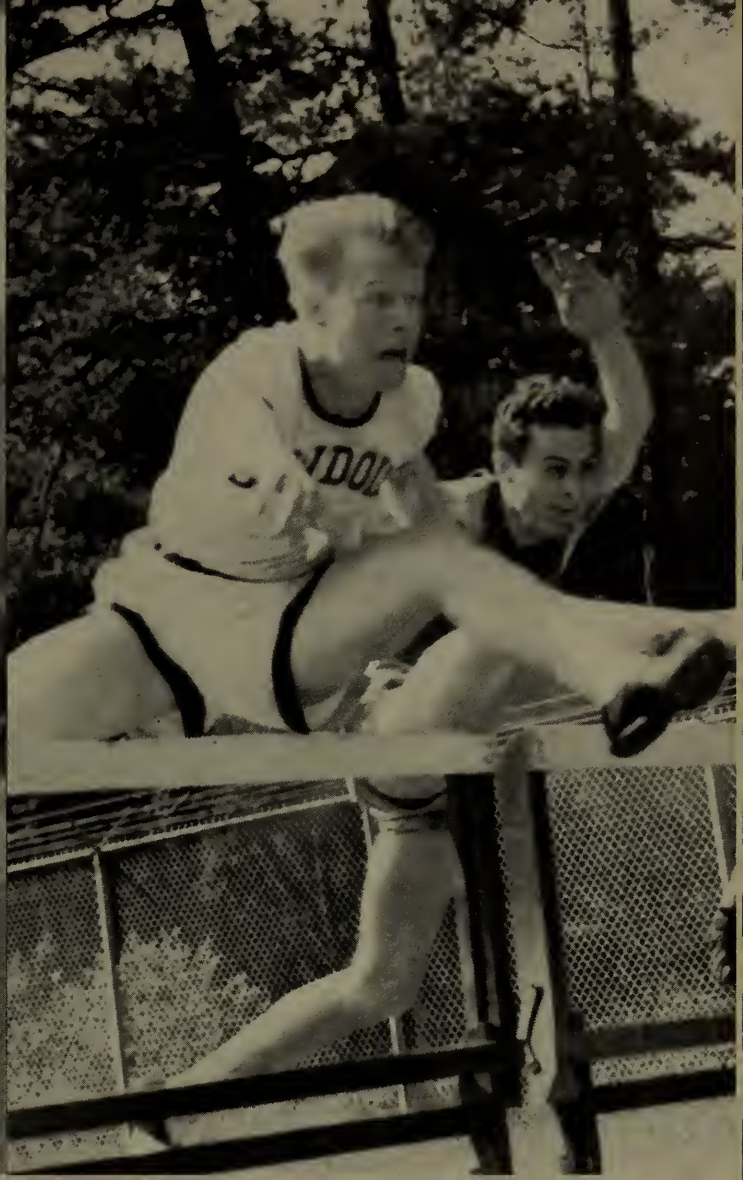
ALPHABETICAL INDEX TO SCHOLARSHIPS

Name (with date of foundation)		*Donor or source*	*Amount*
Clara Rundlett Achorn	(1932)	Edgar O. Achorn, 1881	$10,000
Stanwood Alexander	(1902)	DeAlva S. Alexander, 1870	9,668
Eva D. H. Baker	(1932)	Guy P. Estes, 1909	1,000
Dennis M. Bangs, 1891	(1917)	Mrs. Hadassah J. Bangs	4,829
Beverly	(1923)	Beverly Men's Singing Club	2,419
William A. Blake, 1873	(1882)	Mrs. Noah Woods	3,885
George Franklin Bourne	(1887)	Mrs. Narcissa A. Bourne	970
James Olcott Brown, 1856	(1865)	John B. Brown	4,000
Moses M. Butler, 1845	(1902)	Mrs. Moses M. Butler	9,545
Buxton	(1875)	Cyrus Woodman, 1836	6,640
Florence Mitchell Call	(1928)	Norman Call, 1869	1,500
Sylvester B. Carter, 1866	(1918)	Sylvester B. Carter, 1866	2,725
Justus Charles	(1875)	Justus Charles	9,594
Henry T. Cheever, 1834	(1897)	Henry T. Cheever, 1834	486
Hugh J. Chisholm	(1914)	Mrs. Hugh J. Chisholm	4,993
Samuel Clark, Jr.	(1942)	Samuel Clark, Jr.	12,500
Class of 1872	(1902)	Class of 1872	2,444
Class of 1881	(1907)	Class of 1881	3,947
Class of 1892	(1917)	Class of 1892	1,447
Class of 1896	(1916)	Class of 1896	1,800

Class of 1903	(1913)	Class of 1903	2,605
Class of 1916	(1941)	Class of 1916	5,507
Class of 1920	(1937)	Class of 1920	125
Mary Cleaves	(1871)	Mary Cleaves	3,012
Sanford Burton Comery, 1913	(1936)	Belmont High School and friends	1,000
E. C. Converse	(1921)	Edmund C. Converse	51,375
Nelson Perley Cram, 1861	(1872)	Marshall Cram	973
Ephraim C. Cummings, 1853	(1914)	Mrs. Ephraim C. Cummings	2,914
Charles M. Cumston, 1843	(1903)	Charles M. Cumston, 1843	24,175
Deane	(1923)	Mrs. Sarah M. B. Deane	993
Benjamin Delano	(1877)	Benjamin Delano	973
John C. Dodge, 1834	(1872)	John C. Dodge, 1834, and sons	2,913
James L. Doherty and Harriet I. Doherty	(1932)	Harriet I. Doherty	5,000
Frank Newman Drew	(1926)	Franklin M. Drew, 1858	2,000
Edward A. Drummond	(1914)	Edward A. Drummond	5,050
Charles Dummer, 1814	(1874)	Mrs. Charles Dummer	6,141
Ayres M. Edwards, 1880	(1937)	Mrs. Edwards	5,375
And Emerson	(1875)	And Emerson	7,245
Emery	(1934)	Mrs. Anne C. E. Allinson	12,073
Dana Estes	(1911)	Dana Estes	2,460
G. W. Field, 1837	(1881)	George W. Field, 1837	4,066
Joseph N. Fiske	(1896)	Mrs. Joseph N. Fiske	973
Benjamin A. G. Fuller, 1839	(1915)	Mrs. John S. Cobb	1,242
George Gannett, 1842	(1913)	Mrs. George Gannett	6,289
Garcelon and Merritt	(1891)		

The sum of $5,000 annually from the income of this fund.

William Little Gerrish, 1864	(1890)	Frederic H. Gerrish, 1866	973
Charles H. Gilman, 1882	(1924)	Mrs. Charles H. Gilman	1,000
Edwin W. Gould	(1887)	Edwin W. Gould	1,000
John P. Hale, 1827	(1916)	Mrs. John P. Hale and Mrs. Elizabeth H. Jacques	3,780
Hall-Mercer	(1940)	Rev. Alex. G. Mercer	62,695
John F. Hartley, 1829	(1914)	Frank Hartley	13,987
Moses Mason Hastings	(1932)	Agnes L. H. Dodge	9,000
Hasty	(1933)	Almira K. Hasty	1,000



BOWDOIN
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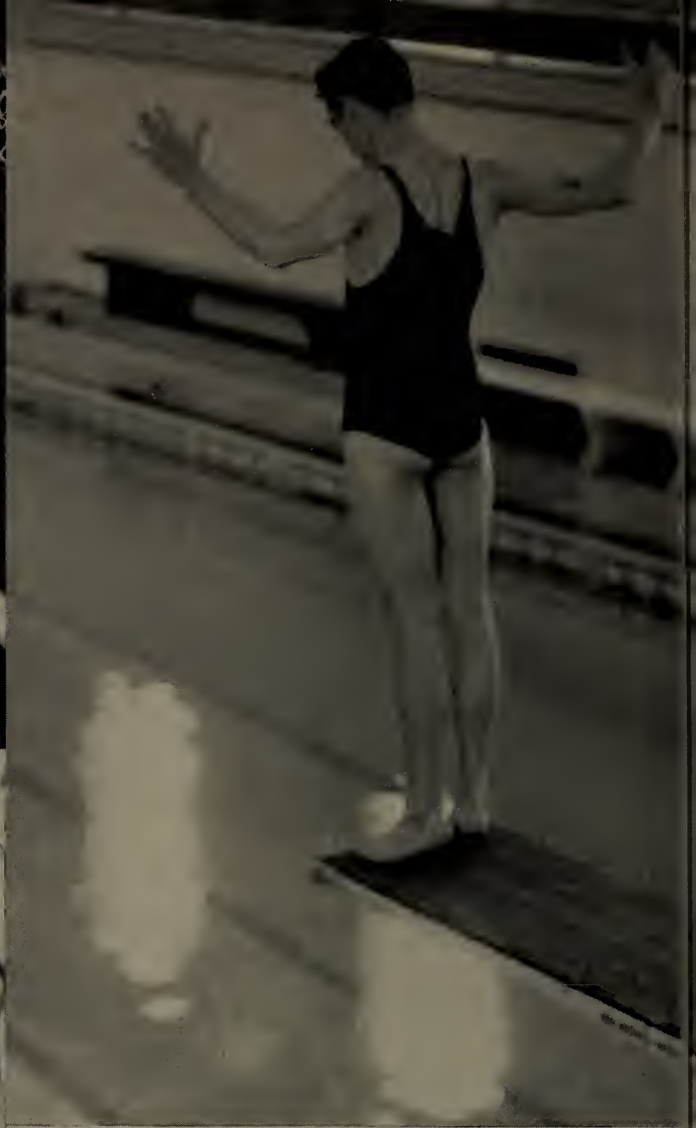

Lucien Howe, 1870	(1930)	Lucien Howe, 1870	44,167
Caroline Huntress	(1942)	Dr. Roderick L. Huntress	800
Howard R. Ives, 1898	(1917)	Friends of Mr. Ives	1,715
Alfred Johnson	(1870)	Alfred Waldo Johnson, 1845	2,913
John Johnston	(1940)	John Johnston	25,000
Frank H. Kidder	(1929)	Frank H. Kidder	21,333
Kling	(1934)	Charles P. Kling	50,000
Joseph Lambert	(1896)	Mrs. Ann E. Lambert	970
Lawrence	(1925)	Mrs. Samuel C. Lawrence	25,000
Lawrence Foundation	(1847)	Mrs. Amos Lawrence	6,220
Lally	(1902)	Frederick E. Lally, 1882	486
Richard Almy Lee, 1908	(1930)	Elizabeth Lee Eliot and Sylvia Lee	2,000
Weston Lewis, 1872	(1919)	Mrs. Weston Lewis	2,504
Charles F. Libby, 1864	(1915)	Charles F. Libby, 1864	3,270
Amos D. Lockwood	(1888)	Mrs. Sarah F. Lockwood	1,103
George C. Lovell	(1917)	Mrs. George C. Lovell	1,974
Moses R. Ludwig and Albert F. Thomas	(1884)	Mrs. Hannah C. Ludwig	1,017
S. Forbush McGarry, Jr.	(1942)	S. Forbush McGarry, Jr.	1,000
Francis L. Mayhew	(1923)	Mrs. Calista S. Mayhew	6,332
James Means, 1833	(1885)	William G. Means	2,040
Joseph E. Merrill, 1854	(1908)	Joseph E. Merrill, 1854	
The sum of $4,000 annually from the income of this fund.			
Edward F. Moody, 1903	(1911)	Miss Inez A. Blanchard	2,252
Freedom Moulton	(1933)	Augustus F. Moulton, 1873	10,394
Edward H. Newbegin, 1891	(1909)	Henry Newbegin, 1857	1,456
Guilford S. Newcomb, 1848	(1939)	Edward R. Stearns, 1889	1,000
Crosby Stuart Noyes	(1897)	Crosby S. Noyes	3,885
O'Brien	(1935)	Mrs. Harriet O'Brien Walker	5,000
Alpheus S. Packard, 1861	(1905)	Alpheus S. Packard, 1861	1,281
Abbey Page	(1919)	Harvey D. Gibson, 1902	
Payson	(1935)	Mrs. Charles H. Payson	25,124
Roland M. Peck, 1879	(1917)	Anna Aurilla Peck	973
Arthur L. Perry, 1874	(1936)	Mary A. Perry	5,000
Trueman S. Perry, 1850	(1939)	Trueman S. Perry, 1850	752
Elias D. Pierce	(1878)	Mrs. Lydia Pierce	1,020

Stanley Plummer, 1867	(1919)	Stanley Plummer, 1867	2,016
Annie E. Purinton	(1908)	Mrs. D. Webster King	5,005
Henry B. Quinby, 1896	(1930)	Mrs. Gurdon M. Maynard	35,000
Returned	(1934)	Various persons	1,378
Mary L. Savage	(1872)	William T. Savage, 1833	1,068
Stephen Sewall	(1871)	Stephen Sewall	1,068
William B. Sewall	(1870)	Mrs. William B. Sewall	1,129
Charles Wells Shaw	(1942)	Mrs. William C. Merryman	1,000
Shepley	(1871)	Ether Shepley	973
Freeman H. and Annie E. Smith	(1935)	Cora A. Spaulding	2,000
Joseph W. Spaulding	(1926)	Mary C. Spaulding	2,496
Ellis Spear, 1858	(1918)	Ellis Spear, 1858	11,006
William E. Spear, 1870	(1924)	Mrs. William E. Spear	1,195
William Law Symonds, 1854	(1902)	Mr. Symonds' family	3,367
W. W. Thomas	(1875)	W. W. Thomas	5,828
21 Appleton Hall	(1940)	Former occupants	2,000
Walker	(1935)	Annetta O'B. Walker	25,000
John Prescott Webber, Jr. 1903	(1902)	John P. Webber	2,429
Walter V. Wentworth, 1886	(1936)	Walter V. Wentworth, 1886	1,000
Ellen J. Whitmore	(1902)	Ellen J. Whitmore	1,943
Hulda Whitmore	(1887)	William G. Barrows, 1839	4,856
Nathaniel M. Whitmore, 1854, and George S. Whitmore, 1856	(1887)	Mrs. Mary J. Whitmore	2,096
Richard Woodhull, 1827	(1911)	Mrs. Mary E. W. Perry	9,964
Cyrus Woodman, 1836	(1891)	Cyrus Woodman, 1836	65,920
Cyrus Woodman, 1836	(1902)	Miss Mary Woodman	6,573

LOAN FUNDS

The following Loan Funds were established to assist students in unexpected circumstances to continue their college courses. Applications for loans should be addressed to the President.

President's Loan Fund. Grants from a sum of $7,862 received from various donors are made at the discretion of the President of the College.

Albion Howe Memorial Loan Fund. A fund now amounting to $2,300 established in 1903 by Lucien Howe, M.D., Sc.D., of the Class of 1870, of Buffalo, New York, in memory of his brother, Albion Howe, of the Class of 1861.

George P. Davenport Loan and Trust Fund. A fund now amounting to $9,747 established in 1908 by George P. Davenport, A.M., of the Class of 1867, of Bath, Maine.

Edward P. Hutchinson Loan Fund. A fund of $211 given in 1939 by Edward P. Hutchinson, of the Class of 1927, to be administered by the Dean.

The Anonymous Loan Fund. A sum of $1,031 established in 1941, administered by the Dean.

Prizes and Premiums

BOWDOIN PRIZE

The Bowdoin Prize. A fund, now amounting to $22,661, established as a memorial to William J. Curtis, LL.D., of the Class of 1875, by Mrs. Curtis and children. The prize, four-fifths of the total income, is to be awarded not oftener than "once in each five years to the graduate or former member of the College, or member of its faculty at the time of the award, who shall have made, during the period, the most distinctive contribution in any field of human endeavor. The prize shall only be awarded to one who shall, in the judgment of the committee of award, be recognized as having won national and not merely local distinction, or who, in the judgment of the committee, is fairly entitled to be so recognized." (1928)

The first award of this prize was made in 1933 to Fred Houdlett Albee, M.D., Sc.D., LL.D., of the Class of 1899. The second award was made in 1938 to Harvey Dow Gibson, LL.D., of the Class of 1902, and Paul Howard Douglas, Ph.D., of the Class of 1913.

PRIZES

David Sewall Premium. The annual income of $238 is awarded to a member of the Freshman class for excellence in English Composition. (1795)

Class of 1868 Prize. The annual income of a fund of $1,081 contributed by the Class of 1868, is given to that member of the Senior Class who shall write and deliver the best oration. (1868)

Brown Composition Prizes. Two prizes, three-fifths and two-fifths of the annual income of a fund of $1,431, established by Philip G. Brown, of the Class of 1877, in memory of Philip Henry Brown, Esq., of the Class of 1851, are offered to members of the Senior Class for excellence in Extemporaneous English Composition. (1874)

Smyth Mathematical Prize. A fund of $6,952, the gift of Henry J. Furber, of the Class of 1861, named by him in honor of Professor William Smyth. The income of the fund is given to that student in each Sophomore class who obtains the highest rank in the mathematical studies of the first two years. The rank is determined mainly by the daily recitations, but the Faculty may in its discretion

order a special examination, the result of which will be combined with the recitation rank. The successful candidate receives one-third of the income at the time the award is made. The remaining two-thirds is paid to him in installments at the close of each term during Junior and Senior years. If a vacancy occurs during those years, the next in rank secures the benefit of the prize for the remainder of the time. (1876)

Sewall Greek Prize. The annual income of a fund of $778 given by Professor Jotham Bradbury Sewall, D.D., of the Class of 1848, formerly Professor of Greek in the College, is awarded to the member of the Sophomore class who sustains the best examination in Greek. (1879)

Sewall Latin Prize. The annual income of a fund of $778, also given by Professor Sewall, is awarded to the member of the Sophomore class who sustains the best examination in Latin. (1879)

Goodwin Commencement Prize. The annual income of a fund of $1,190 given by Rev. Daniel Raynes Goodwin, D.D., of the Class of 1832, is awarded to the author of the best Commencement Part. (1882)

Pray English Prize. The annual income of a fund of $1,288 given by Dr. Thomas J. W. Pray, of the Class of 1844, is awarded to the best scholar in English Literature and original English Composition. (1889)

Goodwin French Prize. The annual income of a fund of $650 given by Rev. Daniel Raynes Goodwin, D.D., is awarded to the best scholar in French. (1890)

Noyes Political Economy Prize. The annual income of a fund of $1,190, established by Crosby Stuart Noyes, A.M., is awarded to the best scholar in Political Economy. (1897)

Class of 1875 Prize in American History. This prize, consisting of the annual income of $4,545, was established by William J. Curtis, LL.D., of the Class of 1875, and is awarded to the student who writes the best essay and passes the best examination on some assigned subject in American History. (1901)

Bradbury Debating Prizes. The annual income of a fund of $2,000, given by Hon. James Ware Bradbury, LL.D., of the Class of 1825, is awarded for excellence in debating. (1901)

Hawthorne Prize. A prize of $40 given by Professor Robert P. Tristram Coffin, B.Litt. (Oxon.), Litt.D., of the Class of 1915, in memory of Nora Archibald Smith and Mrs. George C. Riggs, Litt.D. (Kate Douglas Wiggin) is awarded each year to the author of the best short story. The competition is open to members of the Sophomore, Junior, and Senior Classes. (1903)

Alexander Prize Fund. This fund amounting to $1,488 was established by Hon. DeAlva S. Alexander, LL.D., of the Class of 1870, and furnishes two prizes, three-fifths and two-fifths of the annual income, for excellence in select declamation. Competition is open to Freshmen, Sophomores, and Juniors. (1905)

Philo Sherman Bennett Prize Fund. This fund amounting to $602 was established by Hon. William J. Bryan from trust funds of the estate of the late Philo Sherman Bennett, of New Haven, Connecticut. The proceeds are used for a prize for the best essay discussing the principles of free government. Competition is open to Juniors and Seniors. (1905)

Almon Goodwin Prize Fund. This fund of $1,190 was established by Mrs. Maud Wilder Goodwin in memory of her husband, Almon Goodwin, of the Class of 1862. The annual income is awarded to a Phi Beta Kappa man chosen by vote of the Trustees of the College at the end of the recipient's Junior year. (1906)

Hiland Lockwood Fairbanks Prize Fund. This fund of $2,385 was established by Captain Henry N. Fairbanks, of Bangor, in memory of his son, Hiland Lockwood Fairbanks, of the Class of 1895. One-half of the annual income is awarded for excellence in debating and advanced public speaking *(English* 5, 6); one-fourth is awarded as two prizes for excellence in declamation *(English* 4); and the remaining fourth is left at the disposal of the English Department for the promotion of interest in public speaking. (1909)

Col. William Henry Owen Premium. A fund of $668 established by Frederick Wooster Owen, M.D., in memory of his brother, Col. William Henry Owen, A.M., of the Class of 1851, the income of which is awarded at Commencement "to some graduating student recognized by his fellows as a humble, earnest, and active Christian." (1916)

Stanley Plummer Prize. This prize, consisting of the annual income of a fund of $1,055, established by Stanley Plummer, of the Class of 1867, is awarded "for excellence in original and spoken

composition in the English language on the part of the members of the Junior Class." (1919)

Forbes Rickard Prize. A prize of $10 given by President Kenneth Charles Morton Sills, LL.D., of the Class of 1901, in memory of Forbes Rickard, Jr., of the Class of 1917, who lost his life in the service of his country, is awarded to the undergraduate writing the best poem. (1919)

Lucien Howe Prize Scholarship. A fund of $5,074 given by Lucien Howe, M.D., Sc.D., of the Class of 1870. Fifty dollars from the income is "awarded by the Faculty to that member of the Senior Class, who, during his college course, by example and influence, has shown the highest qualities of conduct and character, the award to be either in cash or in the form of a medal, according to the wish of the recipient." The remainder is expended by the President to improve the social life of the undergraduates. (1920)

Hannibal Hamlin Emery Latin Prize. This prize, consisting of the annual income of a fund of $1,190, is awarded to a member of the Junior or Senior class for proficiency in Latin. (1922)

Nathan Gould Prize. This prize, consisting of the annual income of $2,577, was established by Abba Gould Woolson, of Portland, in memory of her grandfather. It is awarded to that member of the "Senior class who has, throughout his college course, attained the highest standing in Greek and Latin studies." (1922)

Sumner I. Kimball Prize. This prize, consisting of the annual income of $2,799, was established by Hon. Sumner I. Kimball, Sc.D., of the Class of 1855. It is awarded to that member of the Senior class who has "shown the most ability and originality in the field of the Natural Sciences." (1923)

Horace Lord Piper Prize. This prize, consisting of the annual income of $1,373, was established by Hon. Sumner I. Kimball, Sc.D., of the Class of 1855, in memory of Major Horace Lord Piper, of the Class of 1863. It is awarded to that member of the Sophomore class who presents the best "original paper on the subject best calculated to promote the attainment and maintenance of peace throughout the world, or on some other subject devoted to the welfare of humanity." (1923)

Bertram Louis Smith, Jr., Prize Scholarship. A bequest of $4,059 from Bertram Louis Smith, in memory of his son, a member of the Class of 1903, to encourage excellence of work in English Lit-

erature. This premium is awarded by the Faculty to a member of the Junior class who has completed two years' work in English Literature. Ordinarily it is awarded to a student majoring in English, and performance of major work as well as record in courses is taken into consideration. (1925)

Poetry Prize. One-half the annual income of $284 is given each Trimester for the best poem on Bowdoin written by an undergraduate. (1926)

Edgar O. Achorn Prize. This prize, consisting of the annual income of $1,214 bequeathed by Edgar O. Achorn, of the Class of 1881, is awarded for excellence in debating between members of the Freshman and Sophomore classes; or for an essay by a Freshman or Sophomore on "Chapel exercises, their place at Bowdoin," or on any other subject on the place of religion in a liberal arts college. (1932)

Philip Weston Meserve Fund. Established with an anonymous gift of $500, in memory of Professor Philip Weston Meserve, of the Class of 1911, "the income to be used preferably to stimulate interest in Chemistry." (1941)

PHI BETA KAPPA

The Phi Beta Kappa Society, national honorary fraternity for the recognition and promotion of scholarship, was founded at the College of William and Mary in 1776. The Bowdoin Chapter (Alpha of Maine), the sixth in order of establishment, was founded in 1825. In addition to the nine charter members, one thousand four hundred and forty men have been elected to membership, of whom five hundred and sixty-seven are living.

Election to the society is on the basis of scholarly achievement, in estimating which, consideration is given primarily to grades in courses, secondarily (at graduation) to departmental honors. Not more than fifteen members may be chosen from any one class. For the period of the war, elections may be held three times a year — in February, May, and October. Candidates must have completed twenty-seven trimester units for college credit.

The officers of the Chapter for 1943-1944 are:

President, Kenneth Charles Morton Sills, 1901.
Vice-President, William Campbell Root, California, 1925.
Secretary-Treasurer, Stanley Perkins Chase, 1905.

Literary Committee, Stanley Barney Smith, Harvard, 1916, *Chairman;* Albert Walter Tolman, 1888; Scott Clement Ward Simpson, 1903; John Lincoln Baxter, 1916; Paul Andrew Walker, 1931.

JAMES BOWDOIN DAY

Named in honor of the earliest patron of the College, James Bowdoin Day was instituted in 1941 to accord recognition to those undergraduates who distinguish themselves in scholarship. At a convocation of the entire College, the exercises consist of the announcement of awards, the presentation of books, a response by an undergraduate, and an address. In 1943 the speaker was Frank Pierrepont Graves, Ph.D., LL.D., L.H.D., Litt.D.

The James Bowdoin Scholarships, carrying no stipend, are awarded to undergraduates who have completed two trimesters' work, in recognition of a high average in their courses to date or of superior work in their major departments.

A book, bearing the plate of the Honorable James Bowdoin (1752-1811), is presented to every undergraduate who has maintained an "A" record throughout two consecutive trimesters — only one such award, however, being made to any one man in his college course.

Degrees Conferred in 1943

January, 1943

BACHELOR OF ARTS

Abbott, John Cushman
Armbruster, Ralph Ernest
Bacon, Charles Newcomb, Jr.
Beckler, William Arthur, Jr.
Benson, John
Bragdon, Roger Weare
Briggs, William Bradford
Clenott, Martin Harold
Craven, John Vincent
Crimmin, Charles Robert
Cronin, Joseph Somers
Crosby, Charles Josiah
Cross, Donald Leroy
Dolan, James Dennis, Jr.
Eddy, Warren Day, Jr.
Gammon, Alan Leslie
Glover, William Gilman
*Gray, Deane Benson
Hills, Leonard Mariner, III.
Huff, Howard Laurence
James, David Alexander
Kidd, Ralph Elliott
Larrabee, Donald Cole
Martin, William Henry, 2nd
Matthews, John Bowers, Jr.
Sleeper, Alden Brooks, II.
Stanley, Emmet Jon
†Vannah, William Edson
Walker, Robert Harris
Wheeler, Caleb Kendall

BACHELOR OF SCIENCE

Altman, George Elliot
Benoit, Eugene André
Bosworth, John Frederick
Bragdon, Robert Wright
Bubier, Frederick Haskell
Bunting, Henry Sharpe
Carr, Winthrop Wyatt
Dondis, Harold Bayer
Edwards, Robert Laughlin
Goodale, Charles Edward
Gordon, Millard Carlton
Hamlin, Donald James
Heywood, George Henry, Jr.
Hooke, Richard Irving
Ingalls, Roscoe Cunningham, Jr.
Johnson, Robert Barrows
Jones, Howard Ellis
Kimball, Luthene Gilman
Leach, Norton Richmond
Lord, George Macomber
Loring, William Ellsworth
Luscombe, David Scott
McClelland, Frank Keppler
Maxwell, Robert Wheelock
Michel, Jean-Claude Donald
Minich, DeWitt Talmage
Mitchell, John Howard
Morecombe, Frederick Atkinson
Morse, Robert Warren
Picken, Marshall Wooley, Jr.
Pierce, Benjamin Putnam
Pillsbury, Orrin Cummings
Plimpton, John
Plummer, Wendell Lacount

* As of 1942. † As of 1941.

Robb, Theodore Donahue, III.
Roberts, William Martin
Ruth, Sherman Barington
Segal, Vernon Loeb
Sewall, Joseph
Simonds, Edward Frederick
Simonton, William Kirk
Small, Wilfred Thomas
*Smith, George Edward, Jr.
Sullivan, Arthur Eugene
Thompson, Benjamin
Tozer, Eliot Franklin, Jr.
Wentworth, John Alexander, Jr.
Wheeler, Warren Gage, Jr.
Wilson, Frederick James, Jr.
Woods, Edward Franklin
Young, Carleton Clark, Jr.

May, 1943

BACHELOR OF ARTS

Brickates, George Elias
Chason, Sidney
Craigie, George William, Jr.
Dickinson, John Jesseman
Eaton, Richard Galen
Golden, Balfour Henry
Griggs, George Eastman, Jr.
Hess, John Ellsworth
Hurley, John Robert, Jr.
Jaques, John Frederick
Orbeton, Everett Arnold
Pennell, Edward Stetson
Rhodes, Richard Ayer, 2nd
Sager, George Frederick
Thayer, Crawford Beecher
Trust, Harry Knowlton
Twomey, Harry Francis, Jr.
Ulin, Donald Stuart
Warren, Albert William, Jr.
Welch, Maxwell Millard
Woodcock, John Alden

BACHELOR OF SCIENCE

Anton, Thomas
Babcock, Edward Blake
Belknap, Samuel Lincoln
Brandenburg, David John
Brown, Robert Walter
Buckley, Robert Lawrence
Burpee, George Alexander
Callman, Irving Budd
Clough, Philip James
Cressey, Stanley Burtt
Devine, Donald Thornton
Eastman, Roger Kimball, Jr.
Elliot, William Henry
Glinick, Robert Harding
Hanson, Herbert, Jr.
Hartford, John Souther
Hayward, Ralph Cushing, Jr.
*Hewes, Robert Earl
Hutchings, George Wilcox
Lawlis, Robert Madigan
Lee, Alfred Preston
McKeon, Frank Daniel
Moore, Wallace Forbes
Moran, Nelson Elder
Parsons, John Andresen
Patten, Millard Hussey, Jr.
Piper, Winthrop Walker
Pratt, Benjamin Remington
Qua, Robert Francis
Richards, Edward Arthur, Jr.
Rounseville, David Robinson
Saville, Richard Littlehale
Thayer, Ralph Bruce, Jr.
Wilder, Forrest Gay, Jr.

CERTIFICATES OF HONOR

Anderson, Andrew, Jr.
Babbitt, John Alden
Bagshaw, James Holmes
Barney, William Hadwen, Jr.
†Beal, George William
Bickford, Paul Francis
Blakeley, Gerald Walter, Jr.
Brown, Philip Hayward, Jr.
Burton, Robert Smith
Cinq-Mars, Robert Jay
Cole, Philip, Jr.
Cook, Norman Sears
Fogg, George Edwin, Jr.
Gauvreau, Norman Oscar
Goode, Richard William
Gregory, Alfred Lawrence
Hacking, Albert Edward, Jr.
Hayes, Stuart Edward
Murphy, John Joseph
Ross, Philmore
Shipman, Robert Oliver
Stark, William Irving, Jr.
Stearns, Donald Aretas
Strandburg, Lewis Arnold
Tyrrell, Robert Levritt, Jr.
Warren, James Lester
Webster, Sereno Sewall, Jr.
Whitney, Stephen Thayer
Woodlock, James Edward

† Killed in service.

HONORARY DEGREES

Master of Arts

Frederick Edward Hasler
Jean Hersholt
Clement Franklin Robinson (Class of 1903)

Doctor of Science

Guy Whitman Leadbetter (Class of 1916)

Doctor of Letters

Sturgis Elleno Leavitt (Class of 1908)

Doctor of Humane Letters

Paul Nixon

September, 1943

BACHELOR OF ARTS

Joseph Frederick Carey
Walter Scott Donahue, Jr.
Elroy Osborne LaCasce, Jr.
Seymour Elliot Lavitt
John Thomas Lord
Richard Newton Means
Alan Stoddard Perry
*William Wesley Pierce, 3rd
Robert Victor Schnabel
Burton Thornquist

BACHELOR OF SCIENCE

*Norman Sears Cook
Thomas Amerland Cooper
Fred Douglas Fenwood
Truman LeRoy Hall
George Sanford Hebb, Jr.
James Richard Higgins
Richard Carlton Johnstone
David Hughes Lawrence
Wilfred Robert Levin
Richard Weeks Morse
Hyman Louis Osher
Russell Prescott Sweet
Hubert Willis Townsend
Harry Burton Walker, Jr.
Samuel Barber Wilder
Ross Edward Williams

* As of 1943.

Appointments, Prizes, and Awards in 1943

PHI BETA KAPPA ELECTIONS

1943

Robert Smith Burton
Charles Robert Crimmin
Donald Leroy Cross
Alan Leslie Gammon
John Walker Hoopes, Jr.
John Frederick Jaques
Donald Cole Larrabee
John Bowers Matthews, Jr.
Peter Merritt Rinaldo
Laurence Henry Stone

1944

Robert Walter Brown
George Alexander Burpee
Douglas Carmichael
Robert Edward Colton
Stanley Burtt Cressey
Balfour Henry Golden
Stuart Edward Hayes
John Ellsworth Hess
Hyman Louis Osher
Alan Stoddard Perry
Donald Albert Sears
Ross Edward Williams

1945

Kenrick Martin Baker, Jr.
Alfred Morris Perry, Jr.

HONORARY COMMENCEMENT APPOINTMENTS

January, 1943

Summa cum Laude

Alan Leslie Gammon
John Bowers Matthews, Jr.

Cum Laude

George Elliot Altman
Roger Weare Bragdon
William Bradford Briggs
Martin Harold Clenott
Charles Robert Crimmin
Donald Leroy Cross
Harold Bayer Dondis
Donald Cole Larrabee
Robert Wheelock Maxwell
Jean-Claude Donald Michel
Benjamin Putnam Pierce

Honors in Subjects

English: *Honors,* Charles Newcomb Bacon, Jr.
Donald Leroy Cross
Government: *Honors,* George Macomber Lord
History: *High Honors,* John Bowers Matthews, Jr.
Mathematics: *Honors,* Alan Leslie Gammon
Philosophy: *Honors,* Harold Bayer Dondis

May, 1943

Summa cum Laude

George Alexander Burpee

Magna Cum Laude

Robert Walter Brown
John Ellsworth Hess

Cum Laude

George William Craigie, Jr.
Stanley Burtt Cressey
William Henry Elliot
Balfour Henry Golden
John Frederick Jaques
Ralph Bruce Thayer, Jr.
Harry Knowlton Trust

Honors in Subjects

Chemistry: *Honors,* Robert Walter Brown
English: *Honors,* John Frederick Jaques
Crawford Beecher Thayer
Government: *Honors,* George Elias Brickates
Mathematics: *Honors,* George Alexander Burpee
Physics: *Honors,* Richard Galen Eaton

September, 1943

Summa cum Laude

Hyman Louis Osher
Ross Edward Williams

Cum Laude

Joseph Frederick Carey
Elroy Osborne La Casce, Jr.
Alan Stoddard Perry
Robert Victor Schnabel

Honors in Subjects

Biology: *Honors,* Hyman Louis Osher
Economics: *Honors,* Alan Stoddard Perry
History: *Honors,* Joseph Frederick Carey
Mathematics: *High Honors,* Ross Edward Williams
Physics: *High Honors,* Elroy Osborne La Casce, Jr.
Ross Edward Williams
Music: *Honors,* Robert Victor Schnabel

AWARDS

Charles Carroll Everett Graduate Scholar: John Frederick Jaques '43.

Henry W. Longfellow Graduate Scholar: Crawford Beecher Thayer '44.

Galen C. Moses Graduate Scholar: Kenneth George Stone, Jr. '42.

David Sewall Premium in English Composition: Dean Crowley Cushing '45, Frank Dana Law '46.

Class of 1868 Prize in Oratory: Stanley Burtt Cressey '44.

Smyth Mathematical Prize: Ross Edward Williams '44, Nelson Bowman Oliphant '45.

Lucien Howe Prize Scholarship for High Qualities of Gentlemanly Conduct and Character: John Ellsworth Hess '44.

Class of 1875 Prize in American History: John Bowers Matthews, Jr. '43.

Bertram Louis Smith, Jr., Prize Scholarship in English Literature: John Frederick Jaques '43, Donald Albert Sears '44.

Almon Goodwin Phi Beta Kappa Prize: Peter Merritt Rinaldo '43, Ross Edward Williams '44.

Hawthorne Prize: Donald Nash Koughan '45.

Sewall Latin Prize: Robert Edward Colton '44.

Sewall Greek Prize: Robert Edward Colton '44.

Noyes Political Economy Prize: Andrew Bates Carrington, Jr. '43, Philip Horn Hoffman, 3rd '45.

Hannibal Hamlin Emery Latin Prize: Robert Edward Colton '44.

Nathan Gould Greek and Latin Prize: Robert Edward Colton '44.

Col. William Henry Owen Premium: Donald Thornton Devine '43.

Hiland Lockwood Fairbanks Prizes in Public Speaking: Alan Stoddard Perry '44, Eugene Joseph Cronin, Jr. '45, John Joseph Fahey, Jr. '45, Norman Blanchard Richards '45, Herbert Hopkins Sawyer '45, Charles Moody Crain '46, Rolfe Eldridge Glover, 3rd, '46.

Poetry Prize: Charles Newcomb Bacon, Jr. '43.

Edgar O. Achorn Debating Prizes: Kendall Martin Cole '44, Wilfred Robert Levin '44, Alan Stoddard Perry '44, Crawford Beech-

er Thayer '44, Herbert Hopkins Sawyer '45, Luman Norton Nevels, Jr. '46.

Brown Extemporaneous English Composition Prizes: John Frederick Jaques '43, Crawford Beecher Thayer '44.

Goodwin Commencement Prize: Crawford Beecher Thayer '44.

Goodwin French Prize: William Edmund MacIntyre '45, Richard Edward Robinson '46.

Bradbury Debating Prizes: John Frederick Jaques '43, Frank Keppler McClelland '43, Kendall Martin Cole '44, Eugene Joseph Cronin, Jr. '45, John Joseph Fahey, Jr. '45, Waldo Eugene Pray '45, Norman Blanchard Richards '45, Herbert Hopkins Sawyer '45, Luman Norton Nevels, Jr. '46.

De Alva Stanwood Alexander Declamation Prizes: Harold Bayer Dondis '43, Balfour Henry Golden '44, John Joseph Fahey, Jr. '45.

Sumner I. Kimball Prize for Excellence in Natural Sciences: Robert Walter Brown '44.

Horace Lord Piper Prize for Best Essay on Peace: Lacey Baldwin Smith '44, Luman Norton Nevels, Jr. '46.

Stanley Plummer Prize in Public Speaking: Alan Stoddard Perry '44.

Forbes Rickard Poetry Prize: Albert William Warren, Jr. '43.

Brown Memorial Prizes for Portland High School Graduates: John Frederick Jaques '43, Edward Stetson Pennell '44, Myron Stephen Waks '45, Maurice Allen Lehrman '46.

RECIPIENTS OF THE JAMES BOWDOIN AWARD OF BOOKS

(from the date of its establishment, October 15, 1941)

Class of 1942

Richard Freeman Gardner
Samuel Merritt Giveen
Charles Thomas Ireland, Jr.
Robert Henry Lunt
Roger Ellis Pearson

Class of 1943

George Elliot Altman
Donald Leroy Cross
Alan Leslie Gammon
John Walker Hoopes, Jr.
John Bowers Matthews, Jr.
Peter Merritt Rinaldo
Laurence Henry Stone

Class of 1944

Robert Walter Brown
George Alexander Burpee
Douglas Carmichael
Robert Edward Colton
Stuart Edward Hayes
John Ellsworth Hess
Hyman Louis Osher
Donald Albert Sears
Ross Edward Williams

Class of 1945

Kenrick Martin Baker, Jr.
Robert Melvin Cross
Philip Horn Hoffman, 3rd
William Edmund MacIntyre
Alfred Morris Perry, Jr.
Wallace Copeland Philoon, Jr.
Norman Oscar Waks

Class of 1946

Charles Moody Crain
Clayton Frederick Reed

JAMES BOWDOIN SCHOLARS
1942-1943

Class of 1944

Frank William Alger, Jr.

Class of 1945

Kenrick Martin Baker, Jr.
Alan Sargent Cole
Philip Horn Hoffman, III
George Johnson Kern
Donald Nash Koughan
Harold Lifshitz
William Edmund MacIntyre
Donald Robert Maxson
Lewis Thurston Milliken
Nelson Bowman Oliphant
Alfred Morris Perry, Jr.
Philip Henry Philbin
Wallace Copeland Philoon, Jr.
David William Ross
Lennart Sandquist
Morrill Shapiro
Myron Stephen Waks
Norman Oscar Waks

Class of 1946

George Clayton Branche, Jr.
Malcolm Chamberlain
Charles Moody Crain
Conrad Anthony DeFilippis
Paul Herford Eames, Jr.
Rolfe Eldridge Glover, III
Frank Hardy Gordon
David Robinson Hastings, II
Joseph Henry LaCasce
Frank Dana Law
Thomas Kimball Meakin
Luman Norton Nevels, Jr.
Hugh Pendexter, III
Clayton Frederick Reed
Richard Edward Robinson
Tom Mills Sawyer
Harold Morris Small, Jr.
Arthur Abbott Terrill
David Merton Towle
Jordan Howard Wine

Military and Naval Training

"EDUCATION as usual" ended with the attack on Pearl Harbor. Early in January, 1942, the Federal Government urged all American colleges and universities to accelerate their programs so that as many students as possible might earn their degrees before entering the Armed Forces. In prompt compliance with this recommendation, the Officers and Faculty of Bowdoin made the plans necessary to keep the College in session throughout the year. In addition to effecting this accelerated program, Bowdoin College offered its resources of personnel and equipment to the Government for the training of specialists and technicians needed by the Armed Services.

UNITED STATES NAVY AND NAVAL RESERVE SCHOOL OF RADIO ENGINEERING

Lieutenant Commander Noel Charlton Little, U.S.N.R.,
Officer-in-Charge

Since June, 1941, six months before the United States entered the war, certain resources of personnel and equipment of the Department of Physics have been used by officers of the Navy and the Naval Reserve. The first detachment of officers began its training in the war-time applications of radio engineering under Professor Noel Charlton Little, Ph.D., senior member of the Department of Physics, who was granted a leave of absence from his college duties for the duration of the war. Successive detachments of officers have been assigned to Bowdoin for special training in increasing numbers. The United States Navy and Naval Reserve maintain full responsibility for the instruction which is offered by a staff of naval officers under the direction of Lieutenant Commander Little.

BASIC PREMETEOROLOGICAL UNIT

In December, 1942, Bowdoin College was selected as a center for the special army-sponsored program in the field of Meteorology. A detachment of men in the United States Army Air Force began its twelve-months' program at the College in February, 1943; this unit was increased in May, 1943, by the addition of a second detachment. The program includes intensive study of Mathematics, Physics, English, History, and Geography. College credit for these sub-

jects which are taught at the college level by civilian instructors will be granted by many colleges and universities.

United States Army Air Forces Technical Training
Detachment Number Sixty-eight

Captain William Henry Barrington, Air Corps, *Commanding Officer*
First Lieutenant Richard Grant, Air Corps, *Adjutant*

METEOROLOGICAL FACULTY*

Edward Sanford Hammond, Ph.D., *Academic Director*

Department of Mathematics

Cecil Thomas Holmes, Ph.D., *Chairman*
William Frederick Carnes, A.M.
Richard Leigh Chittim, A.B.
Richard Neil Cobb, A.M.
Edward Marks Cook, A.B.
Harry Ferguson, B.S.
Reinhard Lunde Korgen, A.M.
Donald Cole Larrabee, A.B.
Gerald Marshall York, A.B.

Department of Physics

Myron Alton Jeppesen, Ph.D., *Chairman*
Robert Walter Brown, B.S.
Dan Edwin Christie, Ph.D.
Reed Hobart Ellis, A.B.
Ruth Yeaton Junkins, A.M.
Jay Henry Korson, A.M.
Elroy Osborne LaCasce, Jr., A.B.
Marguerite Dorothea Little, A.M.
Lawrence Buxton Merrill, B.S.
Richard Ayer Rhodes, II, A.B.
Frank Harold Todd, A.M.
Thomas Wallace, Ph.D.

Department of Geography

Stanley Barney Smith, Ph.D., *Chairman*
Willard Streeter Bass, A.B.
Philip Conway Beam, A.B.

* With the exception of the Chairmen, the members of the various faculties are listed alphabetically without regard to collegiate rank or seniority.

Department of English

Herbert Ross Brown, Ph.D., *Chairman*
Stanley Perkins Chase, Ph.D.
Robert Peter Tristram Coffin, Litt.D., L.H.D.
Herbert Weidler Hartman, Jr., Ph.D.
Thomas Means, A.M.
George Hunnewell Quinby, A.B.
Albert Rudolph Thayer, A.M.
Thomas Auraldo Riley, A.M.
Henry Giffen Russell, Ph.D.

Department of History

Orren Chalmer Hormell, Ph.D., *Chairman*
Warren Benjamin Catlin, Ph.D.
Morgan Bicknell Cushing, A.M.
Nathaniel Cooper Kendrick, Ph.D.
Henry Giffen Russell, Ph.D.

ARMY SPECIALIZED TRAINING PROGRAM

In August, 1943, a unit of the Army Specialized Training Program was assigned to Bowdoin College for a nine-months' period of study. The program was organized by the War Department in collaboration with civilian educators. General George C. Marshall, Chief of Staff, United States Army, in explaining the aim of the program, declared, "With the establishment of the minimum Selective Service age of eighteen, the Army was compelled to assure itself that there would be no interruption in the flow of professionally and technically trained men who have hitherto been provided in regular increments by American colleges and universities."

The curriculum of the A.S.T.P. unit at Bowdoin was designed to offer basic training in engineering. The subjects studied include: Mathematics, Physics, Chemistry, Geography, English, and History. College credit for satisfactory work in these subjects which are taught by civilian instructors will be granted by many colleges and universities. Except for strictly military instruction, and in some cases, the supervision of physical training, the civilian educational authorities maintain responsibility for all instruction.

United States Army Specialized Training Program
Army Specialized Training Unit: SCSU No. 1192

Captain Philip R. F. Danley, Cavalry, *Commandant*
Captain Kenneth B. G. Parson, A.U.S., *Executive Officer*
Second Lieutenant Jesse W. Hackamack, A.U.S., *Company Commander*

ARMY SPECIALIZED TRAINING PROGRAM FACULTY
Edward Sanford Hammond, Ph.D., *Academic Director*

Department of Mathematics
Reinhard Lunde Korgen, A.M., *Chairman*
Philip Meader Brown, Ph.D.
Richard Neil Cobb, A.M.
Athern Park Daggett, Ph.D.
Fritz Carl August Koelln, Ph.D.

Department of Physics
Myron Alton Jeppesen, Ph.D., *Chairman*
Robert Walter Brown, B.S.
Robert Freeman Kingsbury, M.S.
Elroy Osborne LaCasce, Jr., A.B.
Lawrence Buxton Merrill, B.S.

Department of Chemistry
William Campbell Root, Ph.D., *Chairman*
Philip James Clough, B.S.
Samuel Edward Kamerling, Ph.D.
Manning Amison Smith, Ph.D.

Department of English
Herbert Ross Brown, Ph.D., *Chairman*
Eaton Leith, A.M.
Thomas Auraldo Riley, A.M.
Henry Giffen Russell, Ph.D.

Department of History
Edward Chase Kirkland, Ph.D., *Chairman*
Ernst Christian Helmreich, Ph.D.

Department of Geography
Willard Streeter Bass, Jr., A.B., *Chairman*
Stanley Barney Smith, Ph.D.

High School Students, College Education, and the War

HIGH school boys from the Atlantic to the Pacific are asking pertinent questions: "Is it sensible to enter college for a course of study which will be interrupted by induction into the Army or Navy? Would it not be wiser to go to work until the time of entrance into the service?"

To these searching questions, the Bowdoin Faculty Committee on the Armed Forces offers its carefully considered opinion based upon a good deal of experience with student wartime problems and an intimate knowledge of the demands of the various branches of the service.

The Committee believes that the completion of even a small part of a college course will be of real importance, and in many instances, a decisive factor in determining the military, and thus indirectly, the general future of many young men. The "practical value" of a higher education has never been so fully acknowledged, tacitly and formally, as it has been in this present emergency. Educational qualifications have been imposed and are now in force for officer eligibility in the Navy, the Marine Corps, and the Air Forces. Where specific requirements of this kind do not exist, various tests are administered which depend upon training which may be best obtained at college.

When a young man joins the armed services of his country, he will naturally be desirous of: (1) a classification which will enable him to enter the branch of service he prefers, and (2) advancement in the service of his choice. Realization of these goals will be determined by educational qualifications and tests together with qualities of effective leadership and physical fitness. Even a cursory reading of the pages of this bulletin will reveal that the College has mobilized its full resources to prepare students to meet these high standards of leadership and stamina.

For students who are preparing for the special fields of medicine, chemistry, and engineering, early entrance into college is especially desirable. If they enter the service before beginning their preparation for these professions, the mere fact that they desire specialized service is unlikely to receive much consideration, but, if they have made some progress in pre-medical or scientific training, two possible courses open up to them. On the one hand, they

may be able to secure entrance into Army or Navy training programs which have been formulated and established. On the other hand, in many cases the national interest is best served by continuation of training in a civilian status. This naturally applies chiefly to men pursuing scientific and pre-professional courses. If such men have had sufficient college work to enable the institution to form a sound judgment concerning their ability, promise, and potential value, the institution is then in a position where it not only can but should recommend occupational deferment to local draft boards as provided for in the bulletins and directives of the Selective Service. Many boys of seventeen can be far enough advanced in special fields to warrant such consideration by the time of their registration under Selective Service.

College training will continue to be an important factor in the Army and Navy qualifying examinations (comparable to the V-12 and A-12 tests offered on April 2, 1943, and on November 9, 1943) which presumably will be given twice a year as long as the war continues. These examinations will be the basis for admission to the Navy, Marine, and Coast Guard officer training programs, and will also serve to determine eligibility for advanced and specialized training in the Army. There can be no doubt that the chances of success in these examinations will be directly aided by college training.

Men passing these qualifying examinations, but not yet called to active service, would be well advised to use that interval by completing a part of their college work. They will then be better prepared to carry a service program and in the case of the Navy V-12 program would gain a certain amount of freedom of election of courses.

Early entrance into college not only promises to benefit the student, but it is also in the best interests of the country, which needs trained men as soon as possible. A student might contribute to the war effort by taking a temporary position in industry or on a farm, but his service would be brief; moreover, he could not hope to acquire a real skill before his call to the service. He might far more profitably proceed as far as possible and as rapidly as possible with his basic preparation for service to his country on the advanced level where the national need is greatest.

Directory of Students

Fall 1943 Trimester

Abbott, Charles LeRoy, Jr. '47, s.	*West Newton, Mass.*	ΘΔX House
Alger, Frank William, Jr. '44, s.	*Arlington, Mass.*	ΚΣ House
Altman, Stanley Nathaniel '47, A.	*Boston, Mass.*	XΨ Lodge
Anthonakes, Michael Anthony '47, A.	*Lynn, Mass.*	24 Moore
Archer, John Potter, Jr. '46, s.	*Bel Air, Md.*	32 Moore
Auten, Frederick Bodine '47, s.	*Cass City, Mich.*	30 Moore
Backman, Irving '47, s.	*Saco*	ΣN House
Baker, Kenrick Martin, Jr. '45, A.	*Brockton, Mass.*	ΚΣ House
Barnes, Bowdoin '45, s.	*Cataumet, Mass.*	ΚΣ House
Bartel, William Philip, 2nd '47, s.	*Waltham, Mass.*	ΔΚΕ House
Bernardin, Eugene Arthur, Jr. '47, s.	*Andover, Mass.*	31 Moore
Bliss, Robert Ryel '47, s.	*Newton Centre, Mass.*	ΔΚΕ House
Bourgeois, Raymond Clifford '46, s.	*Lowell, Mass.*	ΑΔΦ House
Boyd, Thomas Hartin '47, s.	*Pittsburgh, Pa.*	ΖΨ House
Branche, George Clayton, Jr. '46, A.	*Roxbury, Mass.*	XΨ Lodge
Brass, Leonard Leo '46, A.	*Lowell, Mass.*	ΒΘΠ House
Burnham, Frederick Perez '47, s.	*Winter Harbor*	ΣN House
Caulfield, John Theodore '45, s.	*Englewood, N. J.*	31 Moore
Chadwick, Thomas Henry '47, s.	*Methuen, Mass.*	XΨ Lodge
Chamberlain, Malcolm '46, s.	*Plymouth, Mass.*	ΘΔX House
Church, John leClerc, *special.*	*Mountain Lakes, N. J.*	ΣN House
Claffey, John Delpire '47, s.	*Bristol, Conn.*	XΨ Lodge
Clark, William Floyd '47, s.	*Winthrop, Mass.*	XΨ Lodge
Clarke, Raymond Milo '47, s.	*Ellsworth*	XΨ Lodge
Clenott, William Sumner '46, s.	*Portland*	ΘΔX House
Cole, David '47, s.	*Bryn Mawr, Pa.*	ΘΔX House
Cooper, Llewellyn Winfield '47, s.	*Damariscotta*	ΖΨ House
Court, Warren Laskey '47, s.	*Haverhill, Mass.*	ΒΘΠ House
Curran, Peter Arthur '46, s.	*Waltham, Mass.*	29 Moore
Curtis, Arthur Perry '44, s.	*Bowdoinham*	Bowdoinham
Curtis, Charles Whittlesey '47, s.	*Pittsburgh, Pa.*	ΘΔX House
Cutler, Edwin Burton '47, s.	*Needham, Mass.*	ΑΔΦ House
Demaray, David '47, A.	*Somerville, N. J.*	11 Moore
Dewar, Duncan Henry, Jr. '47, s.	*Worcester, Mass.*	ΑΔΦ House
Dole, Stanley Fuller, Jr. '47, s.	*Detroit, Mich.*	ΘΔX House
Dunn, Leo Joseph, Jr. '47, s.	*West Roxbury, Mass.*	30 Moore
Egan, Donald Guy '47, s.	*Belmont, Mass.*	ΣN House

Ellis, James Edward '44, s.	*Rangeley*	29 Moore
Ericson, Robert Carleton '46, s.	*Bath*	348 Wash. St., Bath
Farrell, John Hinton '46, s.	*North Andover, Mass.*	ΑΤΩ House
Ferris, Fred Irving Eldridge '47, s.	*Scarsdale, N. Y.*	ΔΚΕ House
Ferris, William Francis, Jr. '45, A.	*Scarsdale, N. Y.*	ΔΚΕ House
Fickett, Lewis Perley, Jr. '47, A.	*Naples*	ΖΨ House
Finnagan, Waller Palmerlee '45, s.	*Billerica, Mass.*	Swim. Pool
Francis, Carl Henry '46, s.	*Audubon, N. J.*	ΚΣ House
Frederick, Stanley Arthur, Jr. '46, s.	*Altamont, N. Y.*	ΖΨ House
Friedmann, John Rembert Peter '47, s.	*Goshen, Ind.*	ΑΔΦ House
Frost, Hunter Swift '47, s.	*Pleasantville, N. Y.*	ΑΔΦ House
Gerritson, Roger David '46, s.	*Brunswick*	183 Maine
Gill, William Thornton '47, s.	*Belmont, Mass.*	ΘΔΧ House
Glover, Rolfe Eldridge, III '46, s.	*Wilmington, Del.*	ΚΣ House
Gordon, Frank Hardy '46, s.	*Dexter*	ΑΤΩ House
Gorton, Bernard Emmanuel '47, s.	*Wilton, N. H.*	ΘΔΧ House
Grant, Francis Howard '46, s.	*Wellesley Hills, Mass.*	ΧΨ Lodge
Grant, John Evans '45, A.	*Lewiston*	ΑΔΦ House
Gregory, Frederick James '45, s.	*Caribou*	ΘΔΧ House
Griffin, George Hathaway '47, s.	*South Portland*	ΘΔΧ House
Guy, Basil James '47, A.	*Lynn, Mass.*	ΧΨ Lodge
Hall, Robert Tracy '47, s.	*Newton Centre, Mass.*	ΧΨ Lodge
Hall, Thomas Underwood '44, A.	*Newton Centre, Mass.*	ΧΨ Lodge
Hanly, Paul Hazeltine, Jr. '47, s.	*South Portland*	ΑΔΦ House
Harvey, Walter William '46, s.	*Woburn, Mass.*	ΑΔΦ House
Hayes, Lendall Whittier '47, A.	*Dover-Foxcroft*	ΖΨ House
Hedges, James '44, s.	*Rye, N. Y.*	ΔΚΕ House
Herrick, James Emerson, *special.*	*Orr's Island*	Orr's Island
Hiebert, Clement Arthur '47, s.	*Lewiston*	11 Moore
Hills, Louis Lenville '47, s.	*Westbrook*	ΔΚΕ House
Hirsch, Leonard Myrl '47, s.	*New York, N. Y.*	24 Moore
Hirshler, Eric Ernest '46, A.	*Lewiston*	ΒΘΠ House
Hoffman, Philip Horn, 3rd '45, A.	*Mount Vernon, N. Y.*	ΚΣ House
Holmes, John McDougald '47, s.	*Washington, D. C.*	5 Moore
Holt, John Wolcott, Jr. '47, s.	*West Hartford, Conn.*	ΘΔΧ House
Holtman, Frank Graves '47, A.	*Chevy Chase, Md.*	ΔΚΕ House
Howell, David Sanders '45, s.	*West Boothbay Harbor*	ΧΨ Lodge
Huleatt, Thomas Robert, Jr. '45, s.	*Braintree, Mass.*	ΘΔΧ House
Jaffe, Wallace '47, s.	*Portland*	ΑΔΦ House
James, Mearl Kenneth, *special.*	*Topsham*	Topsham
Kent, George Gordon '47, s.	*Litchfield, Conn.*	ΚΣ House

Kern, George Johnson '45, s.	*Portland*	ΒΘΠ House
King, Philip Louis, Jr. '47, s.	*Concord, N. H.*	ΔΚΕ House
Knight, Lloyd Robbins '45, s.	*Alfred*	ΑΤΩ House
Koughan, Donald Nash '45, s.	*Peaks Island*	ΒΘΠ House
Kyle, Kim '47, s.	*Wareham, Mass.*	ΒΘΠ House
LaCasce, Joseph Henry '46, s.	*Fryeburg*	ΖΨ House
Lamparter, William Smith '47, s.	*Metuchen, N. J.*	ΖΨ House
Lanyon, William Melvin, Jr. '47, s.	*Larchmont, N. Y.*	ΧΨ Lodge
Lawlis, Richard Cottrill '46, A.	*Houlton*	ΔΚΕ House
Lehrman, Maurice Allen '46, A.	*Portland*	ΧΨ Lodge
Libby, Robert Dwight '47, s.	*Scarsdale, N. Y.*	ΘΔΧ House
Lifshitz, Harold '45, s.	*Lewiston*	ΒΘΠ House
Lifshitz, Shepard '47, s.	*Lewiston*	ΒΘΠ House
Lindemann, Harry, Jr. '46, s.	*West Englewood, N. J.*	ΑΤΩ House
Little, Dana Anton '46, A.	*Brunswick*	ΔΚΕ House
Littlehale, Roy Frederic, Jr. '46, s.	*Hanson, Mass.*	ΚΣ House
McNeil, Harry Daniel, Jr. '46, s.	*Bangor*	ΚΣ House
MacInnes, Ian '46, s.	*Kennett Square, Pa.*	ΒΘΠ House
MacMorran, John Folsom '46, A.	*Calais*	ΚΣ House
MacNeil, John Whitney '44, A.	*Auburn*	70 Loring Ave., Auburn
Magee, John Francis '47, s.	*Bangor*	ΔΚΕ House
Mann, Roland DeWolf '47, s.	*Bangor*	ΔΚΕ House
Martin, Alan Roland, Jr. '47, s.	*Rye, N. Y.*	ΒΘΠ House
Maxson, Donald Robert '45, s.	*Claremont, N. H.*	ΧΨ Lodge
Merrill, Judson Roop '46, s.	*Portland*	ΑΤΩ House
Michelson, Alan Lawrence '46, s.	*Lynn, Mass.*	ΘΔΧ House
Miller, Robert Congdon '47, A.	*Melrose, Mass.*	ΧΨ Lodge
Milliken, Lewis Thurston '45, A.	*Arlington, Va.*	ΑΤΩ House
Moran, Paul Wilson '47, A.	*Rockland*	ΚΣ House
Morrell, Robert Lincoln '47, s.	*Brunswick*	ΣΝ House
Moulton, Gardner Nelson '47, s.	*Bangor*	ΔΚΕ House
Neverdauski, Thomas Henry '47, s.	*Watertown, Conn.*	ΒΘΠ House
Norken, Myer '47, s.	*Portland*	ΧΨ Lodge
Norton, Richard Sewall '46, s.	*Oakland*	ΒΘΠ House
Nowlis, Gerald Robert '46, A.	*New Haven, Conn.*	ΖΨ House
Olds, Corwin Anson '46, s.	*Rockland*	ΑΤΩ House
Page, Gordon Wells '47, s.	*Scituate, Mass.*	ΔΚΕ House
Page, Morton Fletcher '46, s.	*Winthrop, Mass.*	ΧΨ Lodge
Paynter, Raymond Andrew, Jr. '47, s.	*Cheshire, Conn.*	ΧΨ House
Perry, Alfred Morris, Jr. '45, A.	*Bangor*	ΖΨ House
Philbin, Philip Henry '45, A.	*Lowell, Mass.*	ΑΔΦ House
Pieksen, John Oliver '47, s.	*St. Louis, Mo.*	ΑΤΩ House

Query, Alphonse William, Jr. '47, s.	*Marion, Mass.*	ΑΔΦ House
Reed, Clayton Frederick '46, A.	*McKinley*	ΘΔΧ House
Rice, Earle Winslow '46, s.	*Worcester, Mass.*	ΒΘΠ House
Richenburg, Philip Arthur, Jr. '47, A.	*Roslindale, Mass.*	ΚΣ House
Robinson, Ernest George '47, s.	*Washington, D. C.*	5 Moore
Rosenberg, Wolfgang Husserl '47, s.	*Arlington, Mass.*	32 Moore
Ross, David William '45, s.	*Biddeford*	ΑΔΦ House
Roundy, Richard Arthur, Jr. '47, s.	*Beverly, Mass.*	ΚΣ House
Sawyer, Tom Mills '46, s.	*Fort Fairfield*	ΣΝ House
Schmalz, Alfred Chandler '45, s.	*Dedham, Mass.*	ΚΣ House
Schonland, Robert Renker, Jr. '47, s.	*South Portland*	ΔΚΕ House
Shapiro, Morrill '45, A.	*Biddeford*	ΑΔΦ House
Shaw, George Patten '47, s.	*Ridgewood, N. J.*	ΘΔΧ House
Shortell, Joseph Henry, Jr. '47, s.	*Boston, Mass.*	ΑΔΦ House
Silsby, William Sands, Jr. '47, s.	*Ellsworth*	ΧΨ Lodge
Smith, Philip Sidney, Jr. '47, s.	*Leicester, Mass.*	ΑΔΦ House
Snyder, Edward Furnas '46, s.	*Orono*	ΔΚΕ House
Spaulding, Frederick William '47, s.	*Eliot*	28 Moore
Sperry, Robert Jay '44, s.	*New Haven, Conn.*	83 Federal
Stark, David Tower '47, s.	*Darien, Conn.*	ΒΘΠ House
Thorndike, David '46, s.	*Skowhegan*	ΑΤΩ House
Toeller, John David '45, s.	*Douglaston, N. Y.*	ΚΣ House
Toscani, Bernard Michael '47, s.	*Philadelphia, Pa.*	ΧΨ Lodge
Towle, David Merton '46, s.	*Hollis Center*	ΧΨ Lodge
Travis, Clifford Kenneth '45, s.	*Yonkers, N. Y.*	ΘΔΧ House
Walker, Harry Burton, Jr. *special*, s.	*Vineland, N. J.*	ΧΨ Lodge
Walker, Roger Nathaniel '47, s.	*Biddeford*	ΧΨ Lodge
Walsh, Adam James '47, s.	*New Haven, Conn.*	ΔΚΕ House
Waxler, Alfred Jay '47, s.	*Lowell, Mass.*	ΧΨ Lodge
Wehren, Alfred Fielding '47, s.	*Cropseyville, N. Y.*	ΚΣ House
Weinstein, Stanley Daniel '47, s.	*Brookline, Mass.*	ΒΘΠ House
Whitman, Nathan Thomas '47, s.	*Bridgewater, Mass.*	ΑΤΩ House
Whittaker, Frederick William '44, A.	*Yarmouth*	Yarmouth
Whittemore, Richard Howland '47, s.	*Winthrop*	ΚΣ House
Wine, Jordan Howard '46, s.	*Portland*	ΑΔΦ House
Winer, Robert Maurice '46, s.	*Salem, Mass.*	ΘΔΧ House
Woods, Joseph Willcutt '47, s.	*Bournedale, Mass.*	ΖΨ House
Wright, Joseph James, Jr. '47, s.	*Attleboro, Mass.*	ΘΔΧ House
Younger, George Gerald '47, s.	*Salem, Mass.*	ΘΔΧ House
Zedren, Gerald Frederick, Jr. '47, s.	*Newtonville, Mass.*	ΖΨ House

Summer 1943 Trimester

Alger, Frank William Jr. '44, s.	*Arlington, Mass.*	ΚΣ House
Allen, Thomas Tracy, *special.*	*South Portland*	32 Moore
Baker, Kenrick Martin, Jr. '45, A.	*Brockton, Mass.*	ΚΣ House
Barnes, Bowdoin '45, s.	*Cataumet, Mass.*	ΚΣ House
Bartel, William Philip, 2nd '47, s.	*Waltham, Mass.*	ΒΘΠ House
Bird, Gilbert Chadbourne '47, s.	*Belfast*	ΒΘΠ House
Bliss, Robert Ryel '47, s.	*Newton Centre, Mass.*	5 Moore
Bourgeois, Raymond Clifford '46, s.	*Lowell, Mass.*	ΑΔΦ House
Boyd, Thomas Hartin '47, s.	*Pittsburgh, Pa.*	7 Moore
Branche, George Clayton, Jr. '46, A.	*Roxbury, Mass.*	ΧΨ Lodge
Brass, Leonard Leo, '46, A.	*Lowell, Mass.*	ΚΣ House
Carey, Joseph Frederick '44, A.	*Dorchester, Mass.*	21 Moore
Cary, Campbell '46, s.	*Wilmington, Del.*	ΔΚΕ House
Caulfield, John Theodore '45, s.	*Englewood, N. J.*	ΔΥ House
Chamberlain, Malcolm '46, s.	*Plymouth, Mass.*	ΘΔΧ House
Chason, Charles Gilbert '46, A.	*Portland*	ΑΔΦ House
Clark, Neal Cutting '46, s.	*Winchester, Mass.*	ΘΔΧ House
Clark, William Floyd '47, s.	*Winthrop, Mass.*	ΧΨ Lodge
Clarke, Clinton Burnop, Jr. '46, s.	*Beverly, Mass.*	ΔΥ House
Clenott, William Sumner '46, s.	*Portland*	ΘΔΧ House
Cole, Alan Sargent '47, A.	*Bradford, Mass.*	ΚΣ House
Cooper, Llewellyn Winfield '47, s.	*Damariscotta*	9 Moore
Cooper, Thomas Amerland '44, s.	*St. Louis County, Mo.*	ΨΥ House
Craine, Edward Charles '46, s.	*Dover-Foxcroft*	ΧΨ Lodge
Curran, Peter Arthur '46, s.	*Waltham, Mass.*	ΔΥ House
Curtis, Charles Whittlesey '47, s.	*Pittsburgh, Pa.*	ΘΔΧ House
Cutler, Edwin Burton '47, s.	*Needham, Mass.*	ΑΔΦ House
Demaray, David '47, A.	*Somerville, N. J.*	11 Moore
Devine, John James, Jr. '44, s.	*South Portland*	ΔΚΕ House
Donahue, Walter Scott, Jr. '44, A.	*Milton, Mass.*	ΑΔΦ House
Dunn, Leo Joseph, Jr. '47, s.	*West Roxbury, Mass.*	ΔΥ House
Dunphy, Arthur Leonard Simpson '46, s.	*Bronxville, N. Y.*	ΔΥ House
Emmons, Robert Mitchell '47, A.	*Andover, Mass.*	ΔΥ House
Ericson, Robert Carleton '46, s.	*Bath*	348 Washington St., Bath
Farrell, John Hinton '46, s.	*North Andover, Mass.*	ΑΤΩ House
Fenwood, Fred Douglas '44, s.	*Yonkers, N. Y.*	ΖΨ House
Ferris, William Francis, Jr. '45, s.	*Scarsdale, N. Y.*	12 Moore
Fickett, Lewis Perley, Jr. '47, A.	*Naples*	28 Moore
Files, William Walton '47, s.	*Peaks Island*	28 Moore
Finnagan, Waller Palmerlee '45, s.	*Billerica, Mass.*	Swim. Pool

Francis, Carl Henry '46, s.	*Audubon, N. J.*	ΚΣ House
Frederick, Stanley Arthur, Jr. '46, s.	*Altamont, N. Y.*	ΚΣ House
Frost, Hunter Swift '47, s.	*Pleasantville, N. Y.*	ΑΔΦ House
Gill, William Thorton '47, s.	*Belmont, Mass.*	ΘΔΧ House
Gilmore, George Hogg '46, s.	*Pittsburgh, Pa.*	ΖΨ House
Glover, Rolfe Eldridge, III '46, s.	*Wilmington, Del.*	ΚΣ House
Goldermann, Robert Windsor '47, s.	*Bath*	9 Moore
Gordon, Frank Hardy '46, s.	*Dexter*	ΑΤΩ House
Grant, Francis Howard '46, s.	*Wellesley Hills, Mass.*	ΧΨ Lodge
Grant, John Evans '45, A.	*Lewiston*	ΑΔΦ House
Gregory, Frederick James '45, s.	*Caribou*	ΘΔΧ House
Griffin, George Hathaway '47, s.	*South Portland*	ΘΔΧ House
Hall, Robert Tracy '47, s.	*Newton Centre, Mass.*	ΧΨ Lodge
Hall, Thomas Underwood '44, A.	*Newton Centre, Mass.*	ΧΨ Lodge
Hall, Truman LeRoy '44, s.	*Geneseo, N. Y.*	ΣΝ House
Hanly, Paul Hazeltine, Jr. '47, s.	*South Portland*	ΑΔΦ House
Harvey, Walter William '46, s.	*Woburn, Mass.*	ΑΔΦ House
Hebb, George Sanford, Jr. '44, s.	*Winchester, Mass.*	ΖΨ House
Hiebert, Clement Arthur '47, s.	*Lewiston*	11 Moore
Higgins, James Richard '44, s.	*Scarsdale, N. Y.*	ΘΔΧ House
Hills, Louis Lenville '47, s.	*Westbrook*	6 Moore
Hirsch, Leonard Myrl '47, s.	*New York, N. Y.*	24 Moore
Hirshler, Eric Ernest '46, s.	*Lewiston*	ΔΚΕ House
Holman, Joseph Frederick '47, s.	*Farmington*	ΔΥ House
Holtman, Frank Graves '47, A.	*Chevy Chase, Md.*	ΨΥ House
Howell, David Sanders, *special.*	*West Boothbay Harbor*	32 Moore
Huleatt, Thomas Robert, Jr. '45, s.	*Braintree, Mass.*	ΘΔΧ House
Jaffe, Wallace, '47, s.	*Portland*	18 Moore
Johnstone, Richard Carlton '44, s.	*Waltham, Mass.*	ΖΨ House
Jones, Frank Proctor '47, s.	*Winchester, Mass.*	ΣΝ House
Jordan, Charles Alton, Jr. '47, s.	*South Weymouth, Mass.*	ΔΥ House
Kearney, Norman Decatur, Jr. '47, A.	*Portland*	ΑΤΩ House
Keaveney, Donald Charles, *special,* s.	*Lynn, Mass.*	83 Federal
Kehlenbach, Charles Henry, Jr. '45, s.	*Wellesley Farms, Mass.*	ΖΨ House
Kern, George Johnson '45, s.	*Portland*	ΒΘΠ House
Knight, Lloyd Robbins '45, s.	*Alfred*	ΑΤΩ House
Koughan, Donald Nash '45, s.	*Peaks Island*	ΒΘΠ House
LaCasce, Elroy Osborne, Jr. '44, A.	*Fryeburg*	83 Federal
LaCasce, Joseph Henry '46, s.	*Fryeburg*	ΖΨ House
Lamparter, William Smith '47, s.	*Metuchen, N. J.*	6 Moore
LaPlante, Paul Allen '47, s.	*Auburndale, Mass.*	16 Moore

Lavitt, Seymour Elliot '44, s.	*Rockville, Conn.*	83 Federal
Lawrence, David Hughes '44, s.	*Philadelphia, Pa.*	ΣN House
Lehrman, Maurice Allen '46, A.	*Portland*	ΔY House
Levin, Wilfred Robert '44, s.	*Lewiston*	ΘΔX House
Lifshitz, Harold, '45, s.	*Lewiston*	KΣ House
Lifshitz, Shepard, '47, s.	*Lewiston*	KΣ House
Lindemann, Harry, Jr. '46, s.	*West Englewood, N. J.*	ATΩ House
Little, Dana Anton '46, A.	*Brunswick*	ΔKE House
Littlehale, Roy Frederic, Jr. '46, s.	*Hanson, Mass.*	KΣ House
Lord, John Thomas '44, A.	*Portland*	ΣN House
McNeil, Harry Daniel, Jr. '46, s.	*Bangor*	KΣ House
MacInnes, Ian '46, s.	*Kennett Square, Pa.*	BΘΠ House
MacIntyre, William Edmund '46, A.	*Dorchester, Mass.*	21 Moore
MacNeil, John Whitney '44, A.	*Auburn*	70 Loring Ave., Auburn
Magee, John Francis '47, s.	*Bangor*	ΔKE House
Marshall, Fuller '47, s.	*West Newton, Mass.*	15 Moore
Marston, Edward Roy '47, s.	*Malden, Mass.*	ΔKE House
Mathers, Cortland Ainsworth '46, s.	*Waban, Mass.*	AΔΦ House
Maxson, Donald Robert '45, s.	*Claremont, N. H.*	XΨ Lodge
Means, Richard Newton '44, A.	*Newton Centre, Mass.*	ZΨ House
Merrill, Judson Roop '46, s.	*Portland*	ATΩ House
Michelson, Alan Lawrence '46, s.	*Lynn, Mass.*	ΘΔX House
Miller, Robert Congdon '47, A.	*Melrose, Mass.*	XΨ Lodge
Milliken, Lewis Thurston '47, A.	*Arlington, Va.*	ATΩ House
Moran, Paul Wilson '47, A.	*Rockland*	KΣ House
Morrell, Robert Lincoln '47, s.	*Brunswick*	ΣN House
Morrison, James Ryan '47, s.	*Pawling, N. Y.*	AΔΦ House
Morse, Mansfield Kenneth '45, s.	*Swampscott, Mass.*	BΘΠ House
Morse, Richard Weeks '44, s.	*Wellesley, Mass.*	BΘΠ House
Moulton, Gardner Nelson '47, s.	*Bangor*	ΔKE House
Nowlis, Gerald Robert '46, A.	*New Haven, Conn.*	XΨ Lodge
Oram, William Vincent '47, s.	*South Portland*	30 Moore
Osher, Hyman Louis '44, s.	*Biddeford*	KΣ House
Page, Gordon Wells '47, s.	*Scituate, Mass.*	ΨY House
Page, Morton Fletcher '46, s.	*Winthrop, Mass.*	XΨ Lodge
Paynter, Raymond Andrew, Jr. '47, s.	*Cheshire, Conn.*	XΨ Lodge
Perry, Alan Stoddard '44, A.	*Brookline, Mass.*	ZΨ House
Perry, Alfred Morris, Jr. '45, A.	*Bangor*	ZΨ House
Philbin, Philip Henry '45, A.	*Lowell, Mass.*	AΔΦ House
Philoon, Wallace Copeland, Jr. '45, s.	*Fort McClellan, Ala.*	AΔΦ House

Pieksen, John Oliver '47, s.	*St. Louis, Mo.*	14 Moore
Pierce, William Wesley, 3rd '43, A.	*New Bedford, Mass.*	AΔΦ House
Query, Alphonse William, Jr. '47, s.	*Marion, Mass,*	AΔΦ House
Reed, Clayton Frederick '46, s.	*McKinley*	XΨ Lodge
Roberts, Philip Chamberlain '47, s.	*Fort Fairfield*	ΔKE House
Robinson, Richard Edward '46, s.	*Huntington, Mass.*	BΘΠ House
Rosenberg, Wolfgang Husserl '47, s.	*Arlington, Mass.*	24 Moore
Ross, David William '45, s.	*Biddeford*	AΔΦ House
Rudy, Robert Richard '46, s.	*Old Orchard Beach*	ΔY House
Ryder, Phillips Hamilton '47, s.	*Springfield, Mass.*	ΔY House
Sawyer, Tom Mills '46, s.	*Fort Fairfield*	ΣN House
Schmalz, Alfred Chandler '45, s.	*Dedham, Mass.*	KΣ House
Schnabel, Robert Victor '44, s.	*Scarsdale, N. Y.*	ΘΔX House
Schubert, Kenneth Melling '47, s.	*Brooklyn, N. Y.*	10 Moore
Seeley, Robert Winthrop, Jr. '46, s.	*Bronxville, N. Y.*	ΘΔX House
Shapiro, Morrill '45, A.	*Biddeford*	AΔΦ House
Shaw, George Patten '47, s.	*Ridgewood, N. J.*	15 Moore
Smith, Henry Oliver '45, s.	*Leicester, Mass.*	AΔΦ House
Snyder, Edward Furnas '46, s.	*Orono*	ΔKE House
Spaulding, Frederick William '47, s.	*Eliot*	10 Moore
Stark, David Tower '47, s.	*Darien, Conn.*	7 Moore
Sweet, Russell Prescott '44, s.	*Danbury, Conn.*	ZΨ House
Thayer, Crawford Beecher, *special.*	*Haverhill, Mass.*	222 Maine
Thorndike, David '46, s.	*Skowhegan*	ATΩ House
Thornquist, Burton '44, A.	*Newton, Mass.*	ΔY House
Thurston, Jason Wesley, Jr. '47, s.	*Rockland*	ATΩ House
Toeller, John David '45, s.	*Douglaston, N. Y.*	KΣ House
Toscani, Bernard Michael '47, s.	*Philadelphia, Pa.*	31 Moore
Towle, David Merton '46, s.	*Hollis Center*	XΨ Lodge
Townsend, Hubert Willis '44, s.	*Auburn, N. Y.*	ΣN House
Walker, Harry Burton, Jr. '44, s.	*Vineland, N. J.*	XΨ Lodge
Walsh, Adam James '47, s.	*New Haven, Conn.*	29 Moore
Walsh, Robert Joseph, Jr. '47, s.	*Portland*	XΨ Lodge
Whittaker, Frederick William '44, A.	*Yarmouth*	Yarmouth
Wilder, Samuel Barber '44, s.	*Orange, N. J.*	ΨY House
Williams, Ross Edward '44, s.	*Scarsdale, N. Y.*	ΘΔX House
Wine, Jordan Howard '46, s.	*Portland*	AΔΦ House
Winer, Robert Maurice '46, s.	*Salem, Mass.*	ΘΔX House
Woods, Joseph Willcutt '47, s.	*Bournedale, Mass.*	7 Moore
Wyman, David Sumner '47, s.	*Portland*	XΨ Lodge
Younger, George Gerald '47, s.	*Salem, Mass.*	18 Moore

Enrolment by Classes and by States

Summer 1943 Trimester

Numerical Summary of Students

Seniors	30
Juniors	23
Sophomores	45
Freshmen	60
Special	4
Total	162

Geographical Distribution of Students

Massachusetts	60
Maine	59
New York	15
New Jersey	8
Connecticut	6
Pennsylvania	6
Delaware	2
Missouri	2
Maryland	1
New Hampshire	1
Alabama	1
Virginia	1
Total	162

Fall 1943 Trimester

Numerical Summary of Students

Seniors	8
Juniors	23
Sophomores	40
Freshmen	85
Special	4
Total	160

Geographical Distribution of Students

Maine	59
Massachusetts	53
New York	13
Connecticut	9
New Jersey	8
Pennsylvania	5
New Hampshire	3
Maryland	2
Michigan	2
District of Columbia	2
Delaware	1
Indiana	1
Missouri	1
Virginia	1
Total	160

The Alumni Associations

The General Association. *President,* Scott C. W. Simpson '03; *Vice President,* Charles P. Conners '03; *Treasurer,* Gerald G. Wilder '04; *Secretary,* Seward J. Marsh '12.

Alumni Council:

Term Expires in 1944. *President,* Harry Trust '16; Wallace M. Powers '04; Kenneth G. Stone '17; Fletcher W. Means '28; *Secretary,* Seward J. Marsh '12.

Term Expires in 1945. James A. Dunn '16; Allen E. Morrell '22; Roliston G. Woodbury '22; Alden H. Sawyer '27; Neal W. Allen '07, *from the Boards;* Robert P. T. Coffin '15, *from the Faculty.*

Term Expires in 1946. William Holt '12; Elroy O. LaCasce, '14; Don J. Edwards '16; Richard S. Chapman '28.

Bowdoin Club of Albany. *Convener,* Rev. Erville B. Maynard '27, St. Peter's Rectory, 105 State Street, Albany, New York.

Association of Androscoggin County. *President,* Harry L. Childs '06; *Secretary,* Stephen D. Trafton '28, 161 Wood Street, Lewiston, Maine.

Association of Aroostook County. *President,* Fred L. Putnam '04; *Secretary,* James P. Archibald '34, Houlton, Maine.

Bowdoin Club of Bath. *Convener,* Charles F. Cummings '29, 894 High Street, Bath, Maine.

Association of Boston. *President,* James F. Claverie '10; *Secretary,* Huntington Blatchford '29, 15 Tappan Road, Wellesley, Massachusetts.

Bowdoin Club of Brunswick. *President,* Edward W. Wheeler '98; *Secretary,* John W. Riley '05, 25 McKeen Street, Brunswick, Maine.

Association of Chicago. *President,* Kenneth R. Tefft '09; *Secretary,* Joseph H. Newell '12, Suite 1616, 120 South LaSalle Street, Chicago, Illinois.

Bowdoin Club of Cincinnati. *Convener,* F. Hamilton Oakes '29, 3765 Harvard Acres, Mariemont, Cincinnati, Ohio.

Bowdoin Club of Cleveland. *President,* John B. Hickox '34; *Secretary,* Donald M. Smith '35, Oakhurst Circle, Brecksville, Ohio.

Bowdoin Club of Connecticut. *President,* Clyde L. Deming, M.D. '10, 2 Marshall Road, New Haven, Connecticut.

Bowdoin Club of Detroit. *President,* Stanley F. Dole '13; *Secretary-Treasurer,* George O. Cutter '27, 807 Lee Crest Apartment, 610 Blaine Avenue, Detroit, Michigan.

Association of Franklin County. *President,* John R. Bass '00; *Secretary,* Benjamin Butler '28, Farmington, Maine.

Kennebec Alumni Association. *President,* Horace Ingraham '24; *Secretary,* Bernard Lucas '28, 182 Dresden Avenue, Gardiner, Maine.

Bowdoin Club of Minneapolis. *Convener,* Paul J. Koughan '15, 200 Roanoke Building, Minneapolis, Minnesota.

Association of New Hampshire. *President,* Francis B. Hill '23; *Secretary,* Harold M. Smith '09, Congress Block, Portsmouth, New Hampshire.

Association of New York and Vicinity. *President,* James G. Finn '05; *Secretary,* H. LeBrec Micoleau '29, c/o General Motors Corporation, 1775 Broadway, New York, New York.

Association of Northern California. *Convener,* Henry Q. Hawes '10, 114 Sansome Street, San Francisco, California.

Association of Northern New Jersey. *President,* Andrew M. Rollins '19, 428 Lincoln Avenue, Rutherford, New Jersey.

Bowdoin Club of Oregon. *Convener,* Daniel M. McDade '09, *Oregon Journal,* Portland, Oregon.

Penobscot County Bowdoin Club. *President,* Samuel B. Gray '03; *Secretary,* Karl R. Philbrick '23, 454 State Street, Bangor, Maine.

Bowdoin Club of Philadelphia. *President,* John C. Pickard '22; *Secretary,* Hayward H. Coburn '28, 1429 Walnut Street, Philadelphia, Pennsylvania.

Bowdoin Club of Portland. *President,* Warren D. Eddy '14; *Secretary-Treasurer,* Dura S. Bradford '32, First Portland National Bank, Portland, Maine.

Rhode Island Alumni Association. *President,* Alfred H. Fenton '31; *Secretary,* Benjamin G. Jenkins '30, 12 Woodford Road, Barrington, Rhode Island.

Bowdoin Club of Rochester. *Convener,* Rev. Frederick C. Lee '00, 68 Ashland Street, Rochester, New York.

Bowdoin Club of St. Louis. *President,* William E. Leighton, M.D. '95; *Secretary,* Edgar C. Taylor '20, The Taylor School, St. Louis, Missouri.

Bowdoin Club of St. Petersburg. *Convener,* Charles S. F. Lincoln, M.D. '91, 340 Roland Court, N.E., St. Petersburg, Florida.

Somerset County Association. *Convener,* Carleton P. Merrill '96, Skowhegan, Maine.

Association of Southern California. *President,* George C. Wheeler '01; *Secretary,* Francis S. Dane, Jr. '31, 1320 Rodeo Road, Arcadia, California; *Associate Secretary,* George F. Libby, M.D. M'91, 913 Twenty-fifth Street, San Diego, California.

Bowdoin Club of Texas. *Convener,* John G. Young, M.D. '21, 3930 McKinney Avenue, Dallas, Texas.

Bowdoin Club of Vermont. *Convener,* James W. Shea '25, Middlebury Inn, Middlebury, Vermont.

Association of Washington. *President,* Harold N. Marsh '09; *Secretary,* Ernest A. Lister '38, 1925 Seminary Road, Alexandria, Virginia.

Western Alumni Association. *President,* Edgar F. Conant, M.D. '90; *Secretary,* Chester T. Harper '04, P. O. Box 72, Denver, Colorado.

Association of Western Massachusetts. *President,* James P. Blunt '31, 33 Ellington Road, Longmeadow, Massachusetts.

Association of Western New York. *President,* Vaughn H. Clay '30; *Secretary,* Robert B. MacMullin '18, 8249 Troy Avenue, Niagara Falls, New York.

Worcester Bowdoin Club. *President,* William D. Ireland '16; *Secretary,* Cloyd E. Small '20; *Acting Secretary,* Harold C. L. Ashey '12, 14 Whitman Road, Worcester, Massachusetts.

Bowdoin Teachers' Club. *Chairman of Executive Committee,* Harrison C. Lyseth '21, Superintendent of Schools, Portland, Maine.

THE ALUMNI FUND

Directors:

Term Expires in 1944. *Chairman,* Dwight Sayward '16; Frank C. Evans '10; John W. Tarbell '26.

Term Expires in 1945. Ashmead White '12; *Vice Chairman,* Perley S. Turner '19; Huntington Blatchford '29.

Term Expires in 1946. Edward P. Garland '16; Harold H. Sampson '17; Charles L. Hildreth '25.

One of the principal sources of both endowment and income in recent years has been the Alumni; and the Alumni Fund, inaugurated in 1919, has added $685,702.28 to the endowment of the College and a further sum of $320,426.35 for current expenses.

Under this plan the following funds and memorials, in addition to class funds, have been established:

Name of Fund	*Donor or Source*
DeAlva Stanwood Alexander	DeAlva Stanwood Alexander, 1870
Royal H. Bodwell, 1901	Guy P. Gannett and G. E. Macomber
Bion Bradbury, 1830, Albert Williams Bradbury, 1860, and Charles Freeman Libby, 1864	Mrs. Charles F. Libby
John Marshall Brown, 1860	Mrs. Harold L. Berry, Violetta Berry, Martha Berry, and Mrs. Herbert Payson.
Clarence B. Burleigh, 1887	Edgar L. Means, 1887
Donald Campbell Clark, 1884	Mrs. Donald Clark
James Crosby, 1884	Mrs. Allan Woodcock
Miss L. Augusta Curtis	Mrs. William J. Curtis
Dr. Jotham Donnell, 1836	William C. Donnell and Jotham Donnell Pierce
Kimball Fisher, 1824	Mrs. William H. Fisher
Enoch Foster, 1864, and Robert Foster, 1901	Mrs. Sarah W. Foster
Dr. Frederic Henry Gerrish, 1866	Mrs. Frederic H. Gerrish
Leonard Gibson, 1914	Mrs. C. S. Brown
H. P. Godfrey	Mrs. Abbie P. Godfrey
Clarence Hale	Clarence Hale, 1869
Charles Boardman Hawes, 1911	Mrs. Charles B. Hawes
Benjamin W. Hewes, 1875	Mrs. Frederick A. Powers
Lizzie J. Hicks	James E. Hicks, 1895
Ella M. Ingraham	William M. Ingraham, 1895
Howard R. Ives, 1898	Mrs. Howard R. Ives, Howard R. Ives, Jr., and Charles L. Ives.
George Edwin Bartol Jackson, 1849	Margaret T. White and Elizabeth D. Merrill
Sarah Orne Jewett and William DeWitt Hyde	Margaret B. Morton
George B. Kenniston, 1861	Austin H. MacCormick, 1915
George W. McArthur, 1893	Lena B. McArthur
James Thomas McCobb, 1829	Harriet S. and Mary S. McCobb
Frances McKeen	Margaret B. Morton

Name of Fund	*Donor or Source*
George B. Merrill, 1876, and Ferdinand B. Merrill, 1881	Eva M. Conant
Eugene T. Minott, 1898	Alice and Abbie Minott
Dr. Alfred Mitchell, 1859	Dr. Alfred Mitchell, Jr., 1895
Galen C. Moses, 1856	Mrs. Emma H. Moses
Franklin C. Payson	Franklin C. Payson, 1876
George S. Payson, 1880	Mrs. George S. Payson
Henry S. Payson, 1881	Mrs. Alexander Gordon and Mrs. Henry M. Payson
Richard C. Payson, 1893	Mrs. Richard C. Payson
Edward T. Pickard, 1910	Gertrude G. Pickard
Lewis Pierce, 1852	Henry Hill Pierce, 1896
Charles A. Ring, 1868	Mrs. Charles A. Ring
Mrs. Ernest A. Robbins	Cora A. Robbins
Charles W. Roberts, 1851	Jane P. Roberts
Franklin C. Robinson, 1873	Mrs. Franklin C. Robinson
Samuel Silsbee, 1837	Robina S. Smith
Parker P. Simmons, 1875	John S. Simmons, 1909, and Wallace M. Powers, 1904
Richard E. Simpson, 1914	Scott C. W. Simpson, 1903, and wife
Frank Eugene Smith, 1881	Mrs. Charles H. Gilman
Woodbury Dana Swan	Frank H. Swan, 1898, and wife
Henry W. Swasey, 1865	Mrs. Henry W. Swasey
Harold C. Trott, 1904	Mrs. Alfred Trott, 2nd
John Edwin Walker, Med. 1884	Mrs. John E. Walker
George Webster, 1859	Mary L. Webster
Frank J. Weed, 1907	Mrs. Harriet A. Weed
Paul L. White, 1914	Mrs. Paul L. White
Franklin A. Wilson, 1854	Caroline S. Wilson
Earl Wood, 1892	Mr. and Mrs. Charles H. Wood
Malcolm S. Woodbury, 1903	Mrs. Malcolm S. Woodbury
Cyrus Woodman, 1836	Mary Woodman

ALUMNI RECORD

It is desired to keep as full a record as possible of the residences, occupations and public services of the Alumni. Information is solicited in regard to these points, and also in regard to matters appropriate to the *Bowdoin Alumnus,* published quarterly at the College.

Communications should be addressed to the Alumni Secretary.

Directory of the College

AAFTTD Headquarters, *Maine Hall* 1010
Academic Director, E. S. Hammond *Off.* 157
Admissions, Director of, Massachusetts Hall 157
Alpha Delta Phi, 228 *Maine St.* 8119
Alpha Tau Omega, 65 *Federal St.* 8010
Alumni Secretary's Office, *Massachusetts Hall* 170
Art Building (Walker), *Campus* 23-W
ASTP Headquarters, 259 *Maine St.* 478
Academic Director, E. S. Hammond *Off.* 157
Office, Hyde Hall 1044
Athletic Department, *Gymnasium* 551
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Bass, W. S., 34 *Longfellow Ave.* 405-W
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32 *Elm St., Topsham* 176-M
Beta Theta Pi, 14 *McKeen St.* 8781
Boyer, K. J., *Library* 5
16 *Longfellow Ave.* 746-M
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Brown, H. R., 32 *College St.* 576-M
Brown, P. M., 3 *Page St.* 414
Brown, R. W., *Chi Psi* 8293
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9 *Page St.* 607
Carnes, W. F., 83 *Federal St.* 558-W
Catlin, W. B., 268 *Maine St.* 808-MK
Chase, S. P., 256A *Maine St.* 308-M
Chi Psi, 7 *Boody St.* 8293
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Christie, D. E., 36 *Boody St.* 653-M
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Cobb, R. N., 18 *Columbia Ave.* 331-W
Coe Infirmary, *Campus* 112
Coffin, R. P. T., 44 *Harpswell St.* 515-W
Cook, E. M., 8 *Potter St.* 523-M
Copeland, M., 88 *Federal St.* 727-W
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Cross, L. D., *Secy. to the Faculty,* Massachusetts Hall 170
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Cushing, M. B., 165 *Maine St.* 70
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Dana, P., *Treasurer* *Off.* 230
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Ellis, R. H., 83 *Federal St.* 558-W
Ferguson, H., 8 *Potter St.* 523-M
Grant, Lieut. R., *Adjutant,* AAFTTD 1010
Gross, A. O., 11 *Boody St.* 437-M
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Ham, R. J., 3 *Bath St.* 715-W
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Hayes, Mrs. C. D., *Secretary of the College* *Off.* 158
54 *Harpswell St.* 683
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Helmreich, E. C., 6 *Boody St.* 417-M
Holmes, C. T., 60 *Spring St.* 469-W
Hormell, O. C., 15 *Potter St.* 960
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Kirkland, E. C., 15 *Cleaveland St.* 778-M
Koelln, F. C. A., 7 *Page St.* 855
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LaCasce, E., 21 *Moore Hall*
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40 *Harpswell St.* 56-W
Larrabee, D. C., 12 *Douglas St.* 461-W
Leith, E., 24 *Longfellow Ave.* 916-W
Library (Hubbard Hall), *Campus* 5

Little, Mrs. M. D., 8 *College St.* 388-W

Little, Lt.-Comdr. N. C., Naval School of Radio Engineering *Off.* 609
8 *College St.* 388-W

Livingston, C. H., 76 *Federal St.* 649

Lyon, Miss E. E., *Cataloguer, Library* 5
1 *Page St.* 1032-W

Magee, J. J., *Director of Track and Field Athletics* *Off.* 480
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Marsh, S. J., *Alumni Secretary* *Off.* 170

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Merrill, L., 54 *Main St., Yarmouth*

Miller, R. B., *Coach of Swimming* *Off.* 633
10 *Green St., Topsham* 602-W

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Nixon, P., *Dean,* Massachusetts Hall *Off.* 157
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Orient Office, *Moulton Union* 264-W

Parson, Capt. K. B. G., *Executive Officer,* ASTP 478

Pickard Field House 269-W

Potter, D. T., *Supt. of Grounds and Buildings* *Off.* 157
7 *Whittier St.* 352-M

President's Office, *Massachusetts Hall* 158

Psi Upsilon, 250 *Maine St.* 8006

Quinby, G. H., *Director of Dramatics* *Off.* 83-M
26 *McKeen St.* 857-M

Rhodes, R. A., 83 *Federal St.* 558-W

Riley, T. A., 25 *Boody St.* 483-M

Root, W. C., 226 *Maine St.* 173-W

Russell, H. G., 11 *Belmont St.* 819-W

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The Offer of the College

To be at home in all lands and all ages; to count Nature a familiar acquaintance, and Art an intimate friend; to gain a standard for the appreciation of other men's work and the criticism of one's own; to carry the keys of the world's library in one's pocket and feel its resources behind one in whatever task he undertakes; to make lasting friendships among the men of one's own age who are to be leaders in all walks of life; to lose oneself in generous enthusiasms and cooperate with others for common ends; to learn manners from students who are gentlemen, and learn character under professors who are Christians—this is the offer of the college for the best four years of one's life.

—William DeWitt Hyde
President of Bowdoin College
1885–1917